



Wellsprings Primary School History Policy



September 2023



Intent

We believe that history helps children to understand the world around them by finding answers to questions about the past. Our history units form part of a balanced and ambitious history curriculum tailored for the children of Wellsprings.






Children will learn about their own place in history by studying periods in history and historical figures, as well as 'continuous units' that link a development over time, e.g. transport. We want children to be inspired to wonder about the great vastness of our historical timeline, ideas that have changed the world and where they, as individuals, fit into this. To ensure this is relevant to all of our children we study a broad range of history and historical figures that includes a range of significant people and events from a range of communities and cultures.

The teaching of history links closely to the school vision and values:

Creativity	High achievement	Enjoyment
<p>An enquiring mind - Children will develop their understanding of history through research and questioning.</p> <p>Being creative- We promote a natural curiosity about the world around us beginning with our very youngest learners in Nursery, all the way to Year 6.</p>	<p>Independence - We aim to prepare our children to be historical thinkers by using the Wellsprings' historical concepts.</p> <p>Working together - We encourage pupils to work independently and with peers.</p> <p>Developing resilience - Sequences of lessons encourage open-mindedness, self-assessment, perseverance and responsibility.</p>	<p>Being active learners - The use of a structured knowledge schema supports children to build their knowledge over a unit of work and become active in how they are learning.</p> <p>Learning is enriched by the use of real artefacts (where available), trips and visitors.</p>

Wellsprings' Historical Concepts

We teach children to use our Wellsprings' historical concepts to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts.

Wellsprings' Historical Concept	At KS1...	At KS2...
<p>Chronological Understanding</p> 	<ul style="list-style-type: none"> • Develop an awareness of the past • Use common words and phrases relating to the passing of time • Know where all people/events studied fit into a chronological framework • Identify similarities /differences between periods 	<ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time
<p>Significance</p> 	<p>Talk about who was important e.g. in a simple historical account.</p>	<p>Identify historically significant people and events in situations.</p>
<p>Similarity and Difference</p> 	<p>Make simple observations about different types of people, events and beliefs within a society.</p>	<p>Describe social, cultural, religious and ethnic diversity in Britain & the wider world.</p>
<p>Continuity and Change</p> 	<p>Identify similarities / differences between ways of life at different times.</p>	<p>Describe / make links between main events, situations and changes within and across different periods/societies.</p>
<p>Cause and Consequence</p> 	<p>Recognise why people did things, why events happened and what happened as a result.</p>	<p>Identify and give reasons for, results of, historical events, situations, changes.</p>

Implementation

In each unit of learning, children will work towards answering a big question. Carefully planned sequences of lessons build the knowledge that children need to be able to answer the big question.

In Years 1-6, this knowledge, and the vocabulary that they will need, is added by each child to their history knowledge schema. During each unit of learning, children will develop their understanding of Wellsprings' key historical concepts. Chronological awareness will begin units and be present throughout. Each unit will have an opportunity for at least one piece of

extended writing and will end with children making a mind map of their learning that their knowledge schema has supported.

In the EYFS, our teaching supports children to make sense of their expanding world and their place within it through nurturing their wonder, curiosity, agency and exploratory drive. This development requires regular and direct contact with the natural, built and virtual environments around the child and engaging children in collaborative activities which promote inquiry, problem solving, shared decision making and scientific approaches to understanding the world. In Squirrels EYFS we encourage every child to explore, problem solve, observe, predict, think and make decisions and talk about the world around them.

Staff plan and review together and have access to a range resources including school based artefacts and loan resources from Somerset Resources for Learning. Effective CPD opportunities are available to staff through regular discussions with history lead, whole-school moderation, staff meetings, phase meetings and webinars for example.



Wellsprings School History Curriculum Map

Key Phase		Autumn T1	Autumn T2	Spring T3	Spring T4	Summer T5	Summer T6
Reception Understanding of the World		Can I talk about past and present events?		Who helps us?		How am I growing?	
KS1 Y1/2	Year A		Significant Events The Great Fire of London: How do we know what happened?		Significant People and Events Why are Neil Armstrong, Tim Peake and Helen Sharman famous?		Having fun – Has it always been the same?
	Year B		How did the Victorians celebrate Christmas?		Significant People and Events What did Florence Nightingale and Mary Seacole do?		Significant People and Events Are Mary Anning (Local) and Grace Darling heroes?
LKS2 YR3/4	Year A		What was it like to go to Wellsprings School in the past? (Local)		How did developments in transport change travel?		How did the Nile become the source of Ancient Egypt's success?
	Year B		How did the arrival of the Romans change Britain? (Local)		How did the monarchy influence society in Victorian times?		Why was Alfred 'Great'? (Local)
KS2 YR5/6	Year A		What are the main differences between Benin and British society?		How did WWII affect different people within society?		What did the Ancient Greeks do for us?
	Year B		Are developments in technology always a good thing?		How was Stonehenge built?		What was the impact of the work of Isambard Kingdom Brunel?

Impact

At Wellsprings, we believe that our high quality history curriculum has an impact across the curriculum. Pupils progress their historical skills and knowledge and are curious about the world around them, analytical in their thinking, able to draw connections between subjects and confident in their own opinions and decisions.

Assessment

Teachers use low-stakes quizzes and other activities to establish knowledge and misconceptions at the starting point of the learning enquiry. All year groups plan for a written outcome in each unit of history. Knowledge schemas support learning lesson-by-lesson and children will recreate their own mind maps at the end of each unit.