

# Wellsprings Primary School

## History Policy

### Wellsprings Primary School Vision Statement



### Intent

At Wellsprings we believe that history allows children to understand and to question the world around them as well as find answers to questions about the past. History has connections throughout the curriculum e.g. maths (time lines, how long ago events happened, the history of mathematics itself), English (non-fiction texts, text based primary and secondary sources, theatre/plays, arguments and debates), art (primary sources of art work, knowledge of historical styles, life and works of specific artists), music (relating genres to time periods and identifying their key features and composers), design and technology (when inventions were made and who the investors were), science (when scientists were alive and what they discovered). Our history curriculum aims to demonstrate to children that all of these events are connected and were happening simultaneously (through timelines etc.). Because of this, history will be taught in explicit history lessons but also through many other areas of the curriculum.

### Sense of Wonder

History shouldn't be seen as something that happened hundreds of years ago. We make history every single day. Children need to be able to see their own place in history by studying some events from millions of years ago e.g. dinosaurs and also some more recent e.g. the life of Tim Peake. Children need 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 (e.g. LGBTQIA2S History, Black History, Disabled History). This is to be supported by the use of real artefacts (where available), trips and visitors to inspire this sense of wonder.

### Skills, Knowledge and Concepts

History is a blend of two concepts: skills and knowledge. There needs to be a balance of these taught to children to challenge their thinking expand their ideas and help them to see the interconnectivity of history.

### Implementation

Teachers will need to plan a series of lessons focussed on a historical topic. These lessons will need to ensure progression of historical knowledge and skills. They will also need to include discussion and activities around the historical concepts outlined above.

Please visit our school website to view our curriculum offer in History.

<https://wellsprings.somerset.sch.uk/school-life/curriculum/>

### Impact

At Wellsprings we believe that a high quality history curriculum will have an impact across the curriculum. Not only will pupils progress their historical skills and knowledge but it will make them more curious about the world around them, more analytical in their thinking, more-able to draw connections between subjects and more confident in their own opinions and decisions. In short, skills and knowledge taught in history can be adapted to all parts of children's lives.

### From the beginning of our Early Years Foundation Stage

In EYFS we will encourage every child to be curious, ask questions and make connections in the world around them. We will;

- Use the natural environment throughout the year to observe changes in the seasons through time.
- Provide opportunity for children to sequence and talk about their daily/weekly routines.
- Use the language of time when talking about past/present events in their own lives and in the lives of others
- Provide opportunity for children to observe how the passage of time changes us all and the natural world around us.
- Offer opportunities for children to identify similarities and differences over time, including living things
- Provide appropriate artefacts, photos and resources to support independent learning, discovery and questioning.
- Compare how man-made structures change over time (classroom, school, town).
- Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.
- Provide spaces to continue learning independently during free time based on current topics.
- Find out about key historical events and why and how we celebrate today.

### EYFS Understanding the World Educational Programme (Statutory)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them; from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to

a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

From KS1, the National Curriculum identifies that children should be taught:

<b>Knowledge</b>	<b>Skills (Historical Enquiry)</b>
Ask perceptive and historically valid questions.  Written narratives/accounts.  See the connectivity in history (local, regional, national etc., cultural, economic, political etc.)	Think critically Weigh evidence Sift arguments Develop perspective and judgement Make connections Draw contrasts Analyse trends Written analysis Use evidence to make historical claims Understand why contrasting opinions about the past appear
<b>Historical Concepts</b>	
Continuity and Change  Cause and Consequence  Similarity, Difference and Significance	

### Bring History to Life

History should be an engaging and inspiring subject for children. As well as teaching through some of our core and most of our foundation subjects, we also encourage children by visiting relevant historical sites, being visited by experts at school and using sources (primary where available and secondary) in school for the children to be inspired by.

Date of policy	February 2022
Policy Reviewed every 3 years	