

 <p><b>North Wootton Academy</b></p>	<p><b>North Wootton Academy</b>  <b>Priory Lane</b>  <b>North Wootton</b>  <b>Kings Lynn</b>  <b>Norfolk</b>  <b>PE30 3PT</b></p>
<p><b>Name of policy:</b></p>	<p><b>History Policy</b></p>
<p><b>Lead member of staff with responsibility for this policy:</b></p>	<p>James Grimsby</p>
<p><b>Date of implementation:</b></p>	<p>January 5<sup>th</sup> 2022</p>
<p><b>Details of dissemination:</b></p>	<p>The policy is available for all staff, visitors, pupils and parents on the school website.</p>
<p><b>Linked Policies:</b></p>	<p>Curriculum Policy</p>
<p><b>Frequency for review:</b></p>	<p>Annually</p>

At North Wootton Academy, we believe History to be the study of people, their actions and events in the past. What our pupils learn from these historical actions can influence their decisions and personal choices, attitudes and values today. History can help children to appreciate the world in which they live and help them develop a sense of identity.

#### Intent

History plays a central role within the curriculum at North Wootton Academy and is fundamental to our wider school mission of creating 'Leaders of Lynn'.

King's Lynn and Norfolk has enjoyed a rich history and we feel it is essential that pupils have a clear understanding of this within the wider British and World context as a basis in which to develop pride in their community, their county and their country

2014 National Curriculum for history aims to ensure that all children:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate children's curiosity to know more about the past.
- Children should learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- To begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

#### Implementation

These skills are developed through progressing through a chronological history of British history from Stone Age to present day and is organised as follows:

- The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.
- In Year 1 & 2 pupils learn about the Stone Age, Iron Age and early Invaders and Settlers
- In Year 3 & 4 pupils learn of Middle Ages as well as the Ancient Civilizations of Greece
- In Year 5 & 6 pupils learn from Victorian times until the present day as well as a focus on 'The Crusades.'

Generally, the school aims to teach within a chronological order; however, with mixed age classes some adaptation is required to ensure a coherent understanding.

In addition, the school wishes the pupils to have a clear understanding of the town's history with local studies focusing upon key periods and figures:

- In Year 1 & 2 Sir Robert Walpole and King's Lynn maritime heritage
- In Year 3 & 4 Captain Vancouver and the Hanseatic League
- In Year 5 & 6 Frederick Savage and War time Norfolk

Wherever possible, the history topics also provide the basis of the school's topic work linking directly with much of the school's art and design, geography and English curriculum, also linking directly with the PHSE program of study. It is felt that this is key to ensure pupils have a clear understanding of where our past is a key element to understanding British Society today.

In line with our school values of TEAMWORK, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry- based learning opportunities; moreover, within Key Stage 2, this subject often forms the context for our termly home learning projects in which pupils can further study an area of the subject that interests them the most.

In school, knowledge is recorded in a hierarchical way so as to include all learners. The lower ability children are encouraged to draw and label, the more able are encouraged to write sentences with their illustrations and the higher ability children use paragraphs and extended arguments.

History teaching focuses on enabling children to think as historians. We encourage the examination of historical artefacts and primary sources where possible and visits to relevant sites and museums. We encourage visitors to come into the school to talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as "how do we know?", about information they are given.

#### Impact

Pupils' accumulation of historical knowledge is assessed half termly through quizzes linked to core knowledge of each area. The school also uses rubrics on key skills linked directly to the enquiry skills needed to independently explore an area of history within an investigative project; evidence of this learning is recorded within the school's online work samples and will be the basis of moderation within the year.