

Woodbridge Junior School



History Policy

Review date: September 2026

History Policy

Curriculum Intent

At Woodbridge Junior School we aim to stimulate children's interest and understanding about the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding, based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. History at Woodbridge Junior School aims to provide pupils with a deepened understanding of both the History of Britain and that of the wider world.

In our school, History makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

At Woodbridge we aim to:

- foster in children an interest in the past and to develop an understanding that enables them to enjoy all that History has to offer;
- enable children to know about significant events in British History and to appreciate how things have changed over time;
- develop a sense of chronology;
- know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- understand how Britain is part of a wider European culture and to study some aspects of European History;
 - have some knowledge and understanding of historical development in the wider world;
- help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Curriculum Implementation

History at Woodbridge is taught explicitly ensuring, where possible, that links are made to other subjects and to prior historical learning.

At Woodbridge, emphasis is placed on the development of enquiry skills and empathy, as well as on factual knowledge. A creative approach to the History curriculum by both teachers and children is encouraged. We look for links across the curriculum as we believe this enables children to make secure links to other areas of the curriculum and further embed their understanding of History.

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each Historical topic we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and 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.

We use the National Curriculum for History as the basis for our curriculum planning, but we have adapted this to the local context. We have a personalised History progression plan which Teachers then use to plan their medium and short term planning. We carry out curriculum planning in History in three phases (long-term, medium-term and short-term). The long-term plan maps the History topics studied in each term by specific year groups. Some of our curriculum topics have a particular historical focus and in Upper Key Stage Two we place an increasing emphasis on independent historical study. Where History is not the topic focus of the term, we intend to include historical skills and enquiries where best suited. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

As the basis for our medium-term plans, we use the national scheme of work and identify which areas are to be covered in each topic. The History subject leader keeps and reviews these plans on a regular basis. By so doing, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics. We plan in opportunities to revisit and link to previous History topics that children have studied whilst at Woodbridge.

Coverage of the History Curriculum						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Topic Driver or Theme	<i>Environment theme</i>	<i>Art Theme</i>	History Theme	Health Theme	Enterprise Theme	Geography Theme
Year 3	The Roman Empire and its impact on Britain (1 lesson)	The Roman Empire and its impact on Britain Explore Roman architecture and art. Black History- Historical skills – research into Black Romans (5 lessons)	Changes in Britain from the Stone Age to the Iron Age – Stone Age (5 lessons)	Changes in Britain from the Stone Age to the Iron Age – Iron Age (1 lesson)	A local History study of an aspect of history or a historical site dated from a period that is beyond 1066 significant to the locality. Explore the beginning of lead mining in Derbyshire back to the Roman era. Evaluate the impact the Roman Empire had on Britain. Discover and compare the changes in mining over time. (6 lessons)	A local History study of an aspect of history or a historical site dated from a period that is beyond 1066 significant to the locality. (1 lesson)
Enrichment			Creswell Craggs Pooles Cavern Buxon		Local walk National coal mining museum- Wakefield	
Year 4	A local History Study: Cromford Mill and Industrialisation. The work and	Black History- Where did Richard	Ancient Greece – a study of Greek life and achievements and their	Catherine Johnson Study	Mayan Civilization AD 900	Study of David Attenborough

	<p>influence of Sir Richard Arkwright.</p> <p>Compare the industrialisation of mining and the influence the Roman empire had on Arkwright's work.</p> <p>(5 lessons)</p>	<p>Arkwright get his cotton?</p> <p>(1 lesson)</p>	<p>influences on the western world.</p> <p>Compare the influences of Ancient Greece with the Roman Empire.</p> <p>(5 lessons)</p>	(1 lesson)	<p>Compare Greek and Mayan civilization.</p> <p>(5 lessons)</p>	(1 lesson)
Enrichment	Local visit to Cromford mill.		History Van			
Year 5	<p>Early Islamic Civilisation</p> <p>(2 lessons)</p>	<p>Early Islamic Civilization</p> <p>(4 lesson)</p> <p>Black History – Benin West Africa</p> <p>(1 lesson)</p>	<p>Britain's Settlement by Anglo-Saxons and Scots. Include Roman withdrawal from Britain.</p> <p>Compare with Early Islamic Civilisation – Bagdad.</p> <p>(5 lessons)</p>	<p>What did people do for leisure 60 years ago?</p> <p>Comparison of leisure & entertainment between today and 60 years ago. Compare with one of the following: Roman, Greek and Mayan leisure and entertainment.</p> <p>(1 lesson)</p>	<p>A non-European society that provides a contrast with British history – Benin Africa.</p> <p>(5 lessons)</p>	<p>Compare primary and secondary sources about Pompeii. What do they tell us and which is most useful?</p> <p>Revisit prior learning on the Roman Empire and life in Italy.</p> <p>(1 lesson)</p>
Entertainment			History Van		Online workshop	
Year 6	<p>Early Civilizations – The Shang Dynasty</p> <p>Compare to Early Islamic and Mayan civilizations.</p> <p>(5 lessons)</p>	<p>A long walk to History - Black History-Nelson Mandela</p> <p>(1 lesson)</p>	<p>The Viking and Anglo Saxon struggle for the kingdom of England.</p> <p>(Revisit previous invasions / inhabitants of Britain)</p> <p>(5 lessons)</p>	<p>Famous women in History – Mary Seacole and Florence Nightingale.</p> <p>(1 lesson)</p>	<p>Local History study: Have homes always looked the same?</p> <p>Compare the building structures dating back to the stone age, bronze age, iron age and compare with Anglo-saxon and Viking buildings.</p> <p>(5 lessons)</p>	<p>The history of trade.</p> <p>(Roman, Greek, Anglo-Saxons, Vikings and Tudor)</p> <p>(1 lesson)</p>
Enrichment			visitors		Local walk	

Ensuring that all can achieve

We recognise that in all classes there are children of widely-different abilities in History and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;

- setting tasks of increasing difficulty -not all children complete all tasks;
- providing resources to support and scaffold learning
- providing greater depth challenges to encourage higher order thinking.

Links to other subjects:

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in literacy are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form, for example they study the impact of the plague by analysing population statistics.

Computing

We use computing in History teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in History at Key Stage 2. Children use ICT in History to enhance their skills in data handling and in presenting written work, and they research information using the internet.

Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions, such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development

When teaching History, we contribute to the children's spiritual development where possible. Children learn about democracy in Ancient Greece and they find out how British society has changed over time. The History programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Teaching History to children with special educational needs:

At our school we teach History to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our History teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against 'expected' levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning History. Where children are to participate in activities outside the classroom, for example, a visit to an archaeological dig, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Impact

At the beginning of a History topic cycle, we give a pre-learning task for the children to complete. This is used as an assessment tool by class teachers to assess the prior knowledge of their class. This form of assessment ensures teacher plan and teach History lessons which build on children's prior knowledge and thus enable them to make progress. During the planning stage, clear learning objectives are set and opportunities for assessment are identified. Pupil assessment of their progress in History related to knowledge, skills and understanding takes place through question and answer sessions, written work and class discussions. On completion of a piece of work, the teacher marks the work following the school's marking policy. At the end of the History Topic, the children complete a post learning assessment. This shows the progress individual children have made during the topic. Each year group has an assessment grid which documents the skills taught throughout the year. The teacher uses this throughout the History topic to highlight skills taught and the children's ability to use them.

At the end History topic, the teacher will use the children's work, evidence from group activities, discussions and post learning task to summarise the children's assessment. The teacher will then make a summary judgement about the work of each pupil whether they are working towards the expected level, working at the expected level or working above the expected level.

All staff are provided with clear expectations for their classes with regards to pupil development within History, ensuring that they can plan their lessons to allow for pupil progress across the year and also in readiness for the next year.

The History subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in History for each age group in the school.

Resources

There are sufficient resources for all History teaching units in the school. We keep these resources in a central store where there is a box of equipment for each unit of work.

Health and safety

Fieldwork and site visits are an important part of Historical work and school health and safety guidelines will be adhered to at all times.

Monitoring of History

Monitoring of the standards of children's work and of the quality of teaching in History is the responsibility of the History subject leader. The work of the History subject leader also involves supporting colleagues in the teaching of History, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The History subject leader gives the Headteacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The History subject leader has specially-allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

Woodbridge Junior School



Roles and responsibilities

It is the role of the History coordinators, under the guidance of the Head teacher:

- To organise History within the curriculum and to ensure progression and development.
- To assist with and monitor planning and quality of delivery of the new curriculum.
- To keep abreast of developments within History and carry out INSET when required.
- To monitor and update resources and draw up a budget.

Created by: Ursula Gratton

Review date: September 2026

