

Bullion Lane Primary School



History Policy

March 2022

Policy Statement for History

Introduction

This document is a statement of the aims and principles for the teaching of History at Bullion Lane Primary School and applies to children aged 3-11 years.

Entitlement

- All pupils are entitled to a History curriculum, covering the fields defined by the National Curriculum for each phase within the school.
- All pupils are given equal opportunities to participate in a broad, balanced and relevant curriculum regardless of class, gender or ethnicity. Our approach to History education aims to ensure equal access for children of all physical, emotional and academic abilities.

Statement of Intent

Purpose of Study

A high-quality History education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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 (National Curriculum, 2013).

Aims

The National Curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Continuity, progression and inclusion

- The school has a 2-year topic cycle of work which ensures historical knowledge, skills and understanding (as identified in the ‘Learning Outcomes’) are taught through a breadth of study provided by the ‘National Curriculum for England’ (DfE, 2013)
- Activities are planned to develop children’s understanding of concepts, allowing progression according to their ability and considering prior knowledge. Work is differentiated, as necessary, to support those with Special Educational Needs and extend those with a wider historical knowledge.

Implementation

Programmes of Study

The history curriculum is delivered through a 2-year cycle. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills, processes and key vocabulary specified in the relevant programme of study.

History may be taught as a discrete subject where appropriate, however, historical events or time periods are also used as the main focus of a topic

based curriculum, especially in KS2, and cross-curricular links are made whenever possible.

Foundation Stage

The EYFS framework is organised across seven areas of learning rather than subject areas. The most relevant statements for history are taken from the following area of learning: **Understanding the World**.

Learning objectives

The following are statements from the 2020 Development Matters documents which are prerequisite skills for history within the national curriculum.

Three and Four-Year-Olds

- Begin to make sense of their own life-story and family's history.

Reception

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

ELG Understanding the World; Past and Present

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling

Children are encouraged to talk and ask questions about events in their own lives, discuss and explore experiences in role-play, look at photographs and books and explore artefacts from different times.

Key Stage 1

Learning Objectives

- Develop an awareness of the past, using common words and phrases related to the passing of time.
- Know where the people and events they study fit within a chronological framework.
- Know and understand key features of events.

- Identify similarities and differences between life in different periods.
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions; choose and use sources of evidence.
- Understand how we find out about the past and identify different ways it is represented.

Children in KS1 are taught knowledge, skills and key vocabulary (as identified in the 'Learning Objectives') through the following breadth of study:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, as well as in the local area.
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- significant historical events, people and places in their own locality.

The content choice at KS1 reflects the fact that teachers are introducing pupils to historical periods that will be studied more fully at KS2.

Key Stage 2

Learning Objectives

- Develop a chronologically secure knowledge and understanding of British, local and world history.
- Develop understanding of connections, contrasts and trends over time.
- Develop an appropriate use of historical terms.
- Address, and sometimes devise, historically valid questions about change, cause, similarity, difference and significance.
- Construct informed responses to questions.
- Thoughtfully select and organise relevant historical information.
- Understand that our knowledge of the past is constructed from a range of sources.

Children in KS2 are taught knowledge, skills and understanding (as identified in the 'Learning Objectives') through the following breadth of study:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- The achievements of the earliest civilisations: Ancient Egypt
- Britain's settlement by Anglo-Saxons and Scots
- A non-European society that provides contrast with British History: The Mayan Civilisation
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Ancient Greece – a study of Greek life and achievements and their influence on the Western world
- A local history study: Durham Cathedral
- A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066: World War 2

The content choice and sequencing enables teachers to combine both overview and in-depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content of study.

Teaching Methods

- The long and medium-term content will be planned at a 'phase' or year group level. Short term planning of sessions is the responsibility of individual teachers. Individual lessons should be planned according to the programme of study and choices about content should be made with regard to the overall sequencing of lessons. Teachers should be aware of how each individual lesson sits in a sequence of lessons and how each lesson can ensure pupils build on understanding and secure knowledge across the topic.
- Teachers should also liaise with teaching assistants to ensure they are aware of topic content and key knowledge, skills and vocabulary.
- Teaching methods vary according to the appropriateness of their application. Whole class teaching can be combined with individual or cooperative work and historical concepts are taught through drama, art, design & technology and educational visits. Enquiry-based learning, with investigation into a premise at its heart, should be strived for wherever possible.
- We recognise that in all classes there is a wide range of abilities and seek to provide suitable learning opportunities for all children by matching the

challenge of the task to the ability of the child, whether differentiated, open-ended investigations, providing resources of different complexity; or with adult support.

- Within any one class, children are given the opportunity to work as a class, as part of a group and as individuals. Groups may be organised by ability (mixed or similar), age, friendship or other criteria. Group work creates opportunities for the children to work together – sharing ideas, offering suggestions and raising questions. This enhances communication skills and the acquisition of historical vocabulary. There are occasions when whole class activities are the most appropriate approach, e.g. Introduction of a new topic or learning a new skill.

Resources

- Central resources are held in topic boxes.
- Additional resources can be ordered from places such as 'Durham Learning Resources' and Beamish Museum.

Links with other subjects

History presents opportunities for the reinforcement of knowledge, skills and understanding in other curriculum areas and is taught in a cross-curricular way where appropriate, for example:-

- English - skills of reading, writing and speaking & listening are actively taught through History.
- Mathematics – number skills, using timelines and obtaining data from graphs and diagrams, enquiry and problem-solving skills.
- ICT – using ICT tools to support learning, find information from a variety of sources and share findings. Use of technology to present work, use of digital cameras, laptops, iPads.
- PSHE & Citizenship – developing self-confidence, asking moral questions about the past, appreciating British society in a wider world context.

Impact

By the end of their primary education, our children will be equipped with a coherent body of historical knowledge, a range of transferable skills and a rich vocabulary that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

The impact of our History curriculum is that children will be knowledgeable about their own local history and the history of the wider world in which they live. Children will develop progressively as historians, applying and building upon the knowledge and skills they have acquired. They will gain a sense of curiosity about the past, ask thought provoking questions and have a desire to find out more.

Assessment, Recording and Reporting

This will be in accordance with the school's assessment policy which is followed throughout the school. The assessment of pupils work can provide information for pupils, teachers and parents:

- to enable pupils to reflect upon and celebrate achievement
- to help plan for progression, continuity and target setting for pupils are to inform planning for future work of whole classes and individual pupils
- to communicate achievement and identify areas for future development for pupils, parents and teachers
- to evaluate the effectiveness of teaching and learning

Assessment is an integral part of teaching and learning and based upon teachers judgements of pupil attainment and progress. Assessment is built into the planning of learning experiences and clearly related to the learning outcomes.

The History coordinator should:

- Develop subject knowledge, supporting and advising staff where appropriate.
- Be informed about current developments in the subject.
- Periodically monitor and evaluate planning and complete a scrutiny of work.
- Periodically monitor pupils views and subject knowledge through pupil interviews.
- Review and obtain resources to deliver the planned curriculum.
- Explore cross-curricular links, liaising with staff where appropriate.

Monitoring and evaluation

- The Head Teacher has responsibility for the day-to-day management of all aspects work in the school. They, along with a nominated Governor, monitor History on a regular basis.

- History is monitored formally through a scrutiny of planning and children's work and interviews with pupils on a regular basis.
- The LEA monitors provision as and when necessary.

Review

This is a working document and will be reviewed and updated as and when necessary.

Monitoring & Evaluation Comment

Signed: _____ **(Chair Of Governors)**

Reviewed : March 2022

To be reviewed: March 2023