



# BARDSEY PRIMARY SCHOOL

## History Policy

Date ratified by Full GB:

Member of Staff with responsibility:

History Subject Leader

Reviewed and amended:

May 2021

Review date:

May 2023

Signed: *E. J. Ambrose*

Chair of Governors

## **HISTORY POLICY**

### **Introduction**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world which 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 within modern Britain.

### **Aims for the teaching of History at Bardsey Primary School**

At Bardsey Primary School our intention is to provide quality teaching and learning of History. We aim:

- To promote an interest in the past
- To develop an understanding of events over time and in a chronological structure
- To learn about the roles that individuals and events have played in shaping modern society
- To develop an ability to investigate and interpret different versions of past events
- To learn to study historical evidence and to ask and answer questions about the past
- To develop the ability to communicate historical knowledge and understanding using a variety of techniques
- To encourage children to understand other people, their beliefs, thoughts, values and experiences
- To develop an awareness of the world around them
- To develop an understanding of society and their place within it, so that they acquire a sense of their cultural heritage
- To develop a knowledge and understanding of historical development in the wider world

### **Teaching and Learning:**

The school uses a variety of teaching and learning styles in History lessons. Our principal aim is to develop the children's knowledge, skills and understanding in History and we use a variety of teaching and learning styles in our History lessons.

We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet, CD ROMs and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

### **Planning:**

History is a foundation subject in the National Curriculum. We use the National Curriculum as the basis for our curriculum planning in History. We carry out curriculum planning in History in three phases (long-term, medium-term and short-term). The long-term plan maps the topics studied in each term during each key stage. As the basis for our medium-term plans, we use the National Curriculum programmes of study where planning takes place across a year group and all the History objectives are taken from the National Curriculum. Each year group writes the termly/weekly lesson plans for each History lesson (short-term plans) which are interlinked with our creative curriculum topics.

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

### **EYFS**

History in the Foundation Stage is taught under the umbrella of 'Understanding of the World' from the EYFS. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives. They are beginning to gain knowledge and understanding of the world through:

- Photographs

- Artefacts
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

### **Key Stage 1**

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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
- Significant historical events, people and places in their own locality.

### **Key Stage 2**

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children to develop a chronologically secure knowledge and understanding of British, Local and World history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age

- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300

**The Role of the History Subject Leader is:**

- monitoring the teaching and learning in History in the school
- monitoring and evaluating pupils' work, pupils' views about the subject, displays and teachers' planning
- taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
- acting as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas
- auditing resources and ordering resources when needed
- keeping up to date with developments in history and disseminating information to the rest of the teaching staff
- leading staff meetings as appropriate
- attending relevant in-service training and prompting others about relevant training

**Link Governor**

A member of the Governing Body is nominated to become the Link Governor for History. It is their role to liaise with the History subject leader and to become informed about staffing arrangements and training; the condition and availability of resources; curriculum and special needs provision; reference to the school development plan; assessment and recording procedures for the subject. In order to establish and maintain effective lines of communication between the History subject leader and the Governing Body, the History subject leader will either report to the whole Governing Body or the Chair of the School Improvement Committee, as appropriate.

### **Role of Parents**

Parents play an important role in the education of their children. Their involvement and encouragement can help a child excel. At Bardsey Primary parents are encouraged to take an active role in the education of their children. They can support their child by sharing their family history, reading with their child about people and historical events, facilitating their child's access to secondary sources such as newspapers books, television programmes, museums and the internet and encouraging further study of the History topics being covered in school.

### **Assessment and Recording:**

At Bardsey Primary School assessment in History comprises of teacher assessment during the delivery of lessons. Children are given tasks linked to the National Curriculum, and assessed against these. It is the responsibility of each individual class teacher to implement this through planning activities linked to the History National Curriculum. The class teacher will judge children against age related expectations to be at, above or below these expectations.

### **Inclusion and Differentiation:**

At Bardsey Primary, we teach History to all children, whatever their ability and individual needs. We believe that History should reflect equal opportunity concerns about inclusion in terms of gender, race and belief. We recognise that we need to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. We enable all pupils to have access to the full range of activities involved in learning history. Children who are gifted and talented in history are challenged by differentiated activities and should be given open-ended tasks and be given opportunities for further research and more challenging studies. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

Where children are to participate in activities outside the classroom, e.g. 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.

### **Community Links:**

History at Bardsey contributes to the community by promoting the study and understanding of local sites, including the direct locality of the school. This is in order for children to have an understanding of their local heritage; to develop a sense of pride in their community ensuring they are willing and able to protect the history, environment and culture for future generations.

### **Equal Opportunities**

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time
- We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability
- We deal with such issues clearly and sensitively when they arise

### **Monitoring and review:**

Monitoring of the standards of children's work and the quality of teaching in history is the responsibility of the History Subject Leader and will be carried out every term.

### **Links to other policies:**

Literacy Policy

Teaching & Learning Policy

Computing Policy

Educational Visits Policy

Homework Policy

This policy will be reviewed in May 2023 by the History Subject Leader