

# BUNTINGSDALE PRIMARY SCHOOL & NURSERY



## HISTORY POLICY

Conventions of the Rights of the Child.

Every child has the right to...

Article 14: Choose their own religion and beliefs.

Article 28: A good quality education. Should be encouraged to go to school to the highest level they can.

## History Policy

This policy was created by Clare Elkes in May 2021, in line with the primary curriculum. It was reviewed in relation to the new skills-based curriculum focus and existing school policies, national and LA guidelines and curriculum orders.

### Intent

Here at Buntingsdale Primary school, it is our aim to instil a love of History in all our children.

We aim to provide a history curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum History Programmes of study. We aim to provide an interesting and varied curriculum that interests and intrigues our children while meeting the needs of all backgrounds, cultures and abilities.

From EYFS up to the end of KS2, the children will be taught about various historical events, where they take place within a historical timeline and famous historical figures, some of which have shaped the world today. We will, where possible, link History to other subject areas. We will monitor progress regularly through learning walks, lesson visits, book scrutiny and pupil voice.

### Implementation

As a school, we maintain strong links to the National Curriculum guidelines to ensure all aspects, knowledge and skills of History are being taught across all year groups. We use progression grids to ensure there is clear skills, knowledge and vocabulary progression throughout school. Our curriculum is taught on a two-year cycle (Cycle A and Cycle B) and within phases (Years 1/2, Years 3/4 and Years 5/6).

Where appropriate we use historical artefacts, visitors, workshops and visits to excite and intrigue our children to find out more about events and people from the past. We aim to give our children as much understanding as possible about what it was like to be around at a particular period in history by having practical and experiential lessons where possible.

We will use assessment for learning to ensure all lessons are relevant and will help to plan for next steps.

Subject leaders are given regular time to ensure resources are kept up to date, to monitor subject across the school, create action plans and to provide subject feedback to SLT as appropriate.

Foundation subjects are assessed at the end of each year stating whether children are working towards, at or exceeding age-related expectations. This is then used to make sure all children are continuing to make progress and any children whose levels drop, or increase can be addressed accordingly.

### Impact

Through the high quality first teaching of History taking place we will see the impact of the subject in different ways.

Through pupil voice children will be able to talk about the skills and knowledge they have acquired. Children will be engaged in History lessons and want to find out more. Children will complete research independently through projects and homework and to further their own enjoyment about the subject or topic.

Work will show that a range of topics is being covered, cross curricular links are made where possible and differentiated work set as appropriate.

The school environment will be history rich through displays, resources, vocabulary etc.

As historians, children will learn lessons from history to influence the decisions they make in their lives in the future. Assessments and monitoring will show standards in History will be high and will match standards in other subject areas.

### Definition of History

History is about events that have taken place in the past, whether it is 100 years ago or last week. It is also about people: people from this country and from other countries around the world. It is about people's actions, the reasons for them and the evidence that remains of them. It is about changes that have occurred and the causes and consequences of these changes. History is about the relationship between the past and the present. Skills developed through historical enquiry have a wide application to everyday life and historical awareness promotes responsible citizenship.

### Aims

History at Buntingsdale Primary School aims to provide pupils with a thorough understanding of the past of both Britain and the wider world. We aim to ensure that children are able to think critically when examining evidence and can develop their own opinions, which they can then support with their historical knowledge. They should have a firm grasp of the research processes and are able to use the correct historical terminology.

At EYFS:

- To develop an awareness of time and change.
- To sequence events in stories and in their own lives.
- To use appropriate vocabulary.

In Key Stage 1:

- To develop an awareness of history and a sense of chronology through the study of the lives of people and events in the more distant past.
- To know where the people and events they study fit within a chronological framework.
- To understand the methods of historical enquiry through using a variety of sources to compare lives, past and present, and question events in the past.
- To use the correct terminology.

In Key Stage 2:

- To extend the depth of historical enquiry and broaden the range of study.
- To be able to make connections and note contrasts and trends over time.
- To interpret and communicate historical knowledge in a variety of ways, through art and drama as well as the written word.
- To increase awareness of events, people and societies from the past, in order to gain a better understanding of the present.
- To ensure there is progression from Key Stage 1 through teaching and combination of in-depth and overview studies about British, local and world histories.

### History in the Curriculum

A curriculum map has been devised in order to provide a framework for the History taught within our school. The National Curriculum (2014) provides further guidance by outlining the subject content that should be taught within each Key Stage. The History taught in Reception is governed by the Early Years Foundation Stage document. The whole school plan aims to ensure that learning is progressive and that historical skills are central to learning. It is important that links are made between aspects of History being studied, so that the pupil's knowledge is not episodic, and they have a good chronological understanding. This will also ensure children can compare and contrast events and note trends over time.

### Teaching and Learning Style

A variety of enriching teaching approaches are encouraged:

- Teacher presentations, role-play and storytelling.
- Question and answer sessions, discussions and debates. Individual and group research and presentations.
- Investigating artefacts, maps, photographs, paintings and other documents as sources of evidence.
- Critical analysis and evaluation of sources of evidence.
- Computing- interactive white board and internet resources and other visual and audio resources.
- Cross -curricular links to immerse children in the History topic, e.g. through class text in English.
- Well-stocked Topic and Artefact Boxes for each area of the History curriculum.
- Visitors and visits to museums and sites of historic interest.
- Special Events: History Afternoons.

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. Links are recommended between History, Literacy, Citizenship, Science, Technology and other curriculum areas wherever possible. This makes it more likely that a rich humanities curriculum can be delivered, as well as providing a more creative, enjoyable approach to teaching and learning.

#### Equal Opportunities

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of History. British History, where possible, is set within the context of Europe and the World. When selecting source material, a range of perspectives and viewpoints are represented, including those of men and women of different racial, national or religious groups. Care is taken that societies are not just represented from the British perspective but also from their own. The importance of the pupil's own cultural background is recognised as a resource which may give an alternative view of events from the past as well as the present.

#### 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.

#### Planning:

A skills based curriculum has the following focuses:

- Chronological awareness of Britain- time order of key events/ Similarities and differences between ways of life.
- Use historical vocabulary and terminology.
- Research processes- **How** we learn about history and **how** it is represented, building up to contrasting arguments of the past questioning reliability and validity of source material.

#### Assessment

During the planning stage clear learning objectives are set and opportunities for assessment are identified. On each planning sheet, details about what children who are working at the expected level for their age range will achieve.

Assessments are recorded in line with school policy.

1. Monitoring of History teaching is carried out through sample book analysis of mixed ability groups, viewing related planning and learning objectives, interviewing children, 10 minute 'drop-ins' and lesson visits working with selected groups. These will both focus on coverage of the curriculum and the use of historical enquiry skills. This will enable the History Subject Leader to gain an insight into History teaching across the school and will help us identify areas of strength, which can then be shared or any gaps in knowledge and skills, which will then need to be addressed in the action plan.

Roles and responsibility of the History Subject Leader, 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 CPD when required.
- To monitor and update resources and draw up a budget.

This policy was developed during the June 2021 and will be reviewed in June 2024

Signed \_\_\_\_\_ Date \_\_\_\_\_

(Subject Leader)

Signed \_\_\_\_\_ Date \_\_\_\_\_

(Governor)

Signed \_\_\_\_\_ Date \_\_\_\_\_