

BREDHURST CHURCH OF ENGLAND (VC) PRIMARY SCHOOL

HISTORY POLICY

July 2023

(Review Date: July 2026)



BREDHURST VISION

To learn and grow through the guidance and love of God

OUR MISSION STATEMENT

At Bredhurst CE Primary we value diversity and promote equality of opportunity for all.

Religious education should enable every child to flourish and live life in all its fullness. (John 10:10)

It will help educate for dignity and respect, encouraging all to live well together.

OUR VISION

Our Vision is inspired by Matthew 13 : 31-32, The Parable of the Mustard Seed

Jesus said, "What shall we say the kingdom of God is like, or what parable shall we use to describe it? 31 - It is like a mustard seed, which is the smallest of all seeds on earth. 32 - Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade."

The theology behind this parable is embedded across all our learning

OUR ETHOS

At Bredhurst, we aim to be proactive in helping each child to achieve the key elements to well-being in childhood and later life. These are:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well being

OUR CORE VALUES

The 'Spirit of Bredhurst' encompasses our core Christian values

- **Self control**
- **Perseverance**
- **Inclusion**
- **Respect**
- **Inspiration**
- **Trust**

These are displayed in each classroom, the entrance, the hall and the playground and are referred to regularly in Worship and in class lessons.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

HISTORY POLICY

“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 2014

AIMS

- to develop pupils’ critical awareness
- to understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- to understand that events have usually a multiplicity of causes and that historical explanation should be considered as provisional, debatable and sometimes controversial
- to make the subject enjoyable and interesting.

OBJECTIVES

- to develop an understanding of time and the context of events in the past
- to develop in pupils’ minds a map of the past, a knowledge of chronology within which they can organise their understanding of the past
- to encourage an understanding of the processes of change and continuity
- to develop an ability to produce an historical narrative and develop the skills of non-fictional writing
- to understand how to use historical sources and frame questions about the past
- to understand how the past is explained
- to develop an ability to debate and make judgements about causes
- to develop an ability to understand that explanations of past events require an appreciation of the perspectives and motives of people in the past
- to develop independent enquiry and varied communication, employing a wide range of media

CONTINUITY AND PROGRESSION

Using the National Curriculum as a guideline, Key Stage 2 will build on skills and concepts developed in Key Stage 1.

Children in Foundation Stage will be introduced to history through Understanding the World. They will engage in a range of activities, teacher led and child initiated, to develop their interest and awareness of the past in relation to themselves and their family. Children in Key Stage 1 and 2 will be taught history through topics within the creative curriculum. At Key Stage 1 their experiences will be based on personal experience, artefacts and significant events and people that have changed the world. They will begin to practise the skills of looking at and using evidence which will be developed further in Key Stage 2. In Key Stage 2 pupils will be taught about changes in Britain

from the Stone Age to Iron Age, identify the impact of the Roman Empire, learn about the Vikings, Anglo Saxons and Scots and study achievements of earliest civilisations. They will also conduct a local study and compare a non-European society with British history. The topics covered in Key Stage 2 are planned around a two year cycle due to mixed age classes.

PRINCIPLES OF TEACHING AND LEARNING AND INCLUSION

DIFFERENTIATION AND SPECIAL NEEDS

The study of history will engage the children in a variety of differentiated activities such as written, spoken and practical. Work for pupils will be pitched at an appropriate level using a variety of different strategies that include:

- stepped tasks
- open ended questions
- appropriate resources
- teacher help
- a range of class management techniques
- clear objectives and interesting schemes of work

Extra materials for pupils' research are available in topic books and artefacts and through ICT.

There will be support for AEN pupils from either the class teacher or TA. Help and ideas can be requested from the history subject leader.

EQUAL OPPORTUNITIES

The content and teaching strategies used in teaching history should:

- ensure equal access to the curriculum for all
- ensure sensitive treatment of gender and ethnic and religious issues
- avoid stereotyping

BREADTH AND BALANCE

We will ensure that we have a clear idea of concepts and skills to be taught in each topic area, through ensuring that all Programmes of Study are taught at least once during Key Stage 1 and twice during Key Stage 2. To ensure that there is a progression in skills teachers will use the year group Progression in Skills document and highlight areas covered. Children who are working above and below expectation will be identified within end of termly assessments against the end of Key Stage descriptors. Over the key stages history should be studied from a variety of perspectives; political, economic, social, religious, cultural and aesthetic.

Key questions will be used to ensure children get a balance of knowledge and understanding of their own and other societies, religions, cultures and countries.

VARIETY

Children will be engaged in a variety of investigative activities, which may include discussion, visits, topical events or story. Investigation, research and enquiry should be the predominant teaching and learning styles, with emphasis placed upon developing children's abilities to ask historical questions for their self.

A wide range of sources (books, maps, documents, websites, pictures, photographs, artefacts, paintings, oral sources and music) will be used to help children discover the past for their self across each key stage.

RELEVANCE

History will be made relevant by linking the work with other subjects within the creative curriculum so that children can see how history is an important part of our lives. The use of time lines throughout the school will reinforce and further the development of chronological understanding and links between periods of time.

CROSS-CURRICULAR SKILLS AND LINKS

Within the creative curriculum, history can be taught through a range of other subjects e.g. geography, music, dance, physical education, design technology and art. The appropriate P.O.S. should be referred to when planning these activities. ICT will be used during the teaching input of the lesson and by children, as a source, when researching on the internet, using school tablets and CD ROM's to support their recording.

PROMOTING SMSC THROUGH HISTORY

SPIRITUAL

Children may encounter a spiritual experience through work in History in various ways. A visit to an historic site such as a castle can be particularly emotive as can the handling of an historic artefact.

MORAL

A study of the past enables our children to examine and discuss a variety of moral issues. For example, when examining primary documentary evidence, the question of truthfulness may arise.

SOCIAL

History gives opportunities for group work which may be part of investigations into historical materials. Such activities are a valuable means of fostering relationships and a sense of responsibility. The use of role-play to demonstrate understanding of an event can also be used to foster children's social development. This will also be enhanced through work in History by the

children's increasing awareness of their background and their relationship to the world around them.

CULTURAL

Our chosen History units give numerous opportunities for insights into the cultures of previous generations, both in this country and abroad, which may well have had an influence on the society of today.

HEALTH AND SAFETY

All fieldwork and study visits will abide by the school policies. Please refer to 'The Offsite Management of School Visits' KCC which is kept in the staff room.

ASSESSMENT, RECORDING AND REPORTING

ASSESSMENT OF LEARNING

End of topic tests will be used to identify knowledge that has been retained by the children and will allow the teacher to assess their teaching when planning history work in the future. At the end of each topic the children are assessed against the National Curriculum end of Key Stage level descriptors. The children will be recorded as 'emerging', 'expected' or 'exceeding' at the end of each term and their progress will be monitored by the class teacher and subject leader. For pupils who are 'exceeding', they will be given opportunities to broaden their learning within the relevant Key Stage.

ASSESSMENT FOR LEARNING

Learning objectives and success criteria are shared at the beginnings of lessons and reviewed at appropriate intervals. Clear guidelines are given on what is expected for each piece of work.

At the beginning of a unit of work, children are encouraged to show what they already know by doing circle maps, brainstorming or KWL grids. These are referred to at the end of the work to identify further learning that has occurred.

MANAGEMENT AND ADMINISTRATION

The long term planning of history ensures that all P.O.S. are covered at least twice during each Key Stage. During the two year programme of topics, there are a range of topics where the main focus is history whilst history will be a more minor part of other topics.

SUBJECT LEADERSHIP

PLANNING AND DEVELOPING THE SUBJECT

The history subject leader leads the maintenance and development of the subject.

The subject leader is responsible for assuring quality and standards in the subject by:

- 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, fieldwork possibilities, curriculum changes, classroom teaching ideas

The subject leader holds a budget for the subject, in line with the subject action plan and school development plan.

TEACHING AND LEARNING

The subject leader will monitor and evaluate pupils' work, teacher's planning and (when the school development plan requires) classroom teaching. A report will be made to the school self-review committee.

RESOURCES

Book resources are stored in the library whilst artefacts and other teacher resources are located in the staffroom and in Hurstwood class cupboard.

STAFFING

The outcomes of monitoring and evaluation and the annual agenda meeting will prioritise the needs for renewing or adding to resources and meeting staff's identified personal development and training needs.

Monitoring and evaluation done by the senior management and subject leader, in line with the school development plan, inform curriculum and resource development and staff support.