

# Great Bardfield Primary School



## History Policy

**SEPTEMBER 2022**

*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 2014**

**Date of re - issue: 2022**

**Review date due: 2024**

### **RATIFICATION**

This policy document was adopted by the staff of Great Bardfield Primary School at a meeting on \_\_\_\_\_. A draft version was prepared by the History leader which was discussed at staff meeting(s) on **12<sup>th</sup> October 2022** and by the school governors at meetings on \_\_\_\_\_ and amended accordingly. This policy outlines the guiding principles by which this school will implement History in the National

Curriculum (2014) in England in the context of the Local Authority's / governing body's curriculum policy statement and its staffing, health & safety and equal-opportunities policies. It is reviewed every three years.

### **Intent**

At Great Bardfield Primary School, we believe that the study of History involves engaging pupils in investigating questions about people and events in the past in order to enable them to better understand their lives today and for a future as more informed and enlightened citizen. Through the study of History pupils also develop a wide range of critical thinking skills, which enable them to understand the contested nature of knowledge and to distinguish between 'fact' and subjectivity when it comes to reaching conclusions and making judgements about the past.

Our History curriculum is aspirational in terms of instilling in our pupils a desire to achieve the highest levels of success through providing them with the opportunities to excel in terms of their acquisition of long lasting knowledge and understanding and mastery of core historical skills. Such high aspirations are clearly identifiable in the progressive and increasingly challenging objectives of the scheme of work of each enquiry, which define clearly what the pupils will know, understand and be able to do.

With this in mind, we have established a school curriculum plan for history as an entitlement for all pupils that is:

- Including content, which is logical, relevant, broad and balanced in terms of the areas of subject content we have selected which reflect the guidance of and in line with National Curriculum.
- Sequences of lessons ensure that pupils can build on previous knowledge and understanding as they tackle more complex and demanding enquiries as they progress through the school.
- Chronological sequences of lessons as pupils progress through the school which allows them opportunities to evaluate both change and progress from one historical period to another and to build on previous knowledge and understanding as they tackle more complex and demanding enquiries;
- Relevant in terms of the careful consideration that has been given to the selection of historical enquiries that extend the knowledge and understanding of pupils beyond 1066 e.g. evaluating the significance of the Battle of Britain and the impact of the British Empire;
- Building upon and continuing with the provision for History established in the Early Years Foundation Stage and in particular addresses the knowledge and skills expectations of the Understanding the World: Past and Present and Understanding the World: People, Culture and Community;
- Inclusive in terms of delivering the same curriculum to all our pupils irrespective of specific learning needs or disabilities and adapting where necessary through, for example, in class support, providing different learning environments, alternative learning activities and assessment outcomes.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;

**Implementation:**

Subject Leaders are provided with additional time per year on top of their PPA, to plan their curriculum. As part of the planning process, teachers need to plan the following:

- A medium-term plan which plans enquiry-based questions to allow our pupils not only to build subject knowledge and understanding but become increasingly adept at critical thinking, specialised vocabulary and their grasp of subject concepts. through child led learning.
- A cycle of lessons for each enquiry, which carefully plans for progression and depth allowing for child-centred learning involving interactive and practical opportunities for pupils to work independently, in pairs and also in groups to provide them with sufficient time and space for the children to build their knowledge to the point where they can answer the initial enquiry question;
- Wherever possible we provide our pupils with contemporaneous historical evidence including narratives, paintings, photographs, artefacts, and data in the form of censuses and films to analyse and from which to reach conclusions and make judgements.
- Similarly, we provide varied and adapted ways for pupils to record the outcomes of their work including the use of concept mapping, annotated diagrams, improvised drama and the application of a wide range of writing genres to ensure knowledge becomes embedded.
- The schemes of work for each historical enquiry highlight both the objectives and anticipated outcomes of the investigation. They are also carefully structured through the use of ancillary questions, to enable pupils to build their knowledge and understanding in incremental steps of increasing complexity until they reach the point where they are able to answer the question posed at the beginning of the investigation.
- Our learning and teaching in history also recognise the importance of the local area with a number of our investigations involving observation, recording, presentation, interpretation and the evaluation of historical information outside of the classroom e.g significant people, places and events locally.
- Mastery and challenge questions for pupils to apply and deepen their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience
- Opportunities to showcase their work using a variety of presentation styles.
- Assemblies, special days, celebrations and events
- When appropriate, curriculum themed home learning tasks for children to complete.

At Great Bardfield Primary School our History Curriculum is delivered through a combination of discrete teaching sessions linked with our key skills (respect, resilience, reflectiveness, resourcefulness, and responsibility) and school values. It is important to note that knowledge and understanding are interlinked; learning from one area may be pertinent to others. A *typical* History session will include all children working towards the same learning objective. How they meet the learning objective will look different for the individual child.

Learning may:

- explicitly teach historical knowledge: the lessons that offer factual information
- explicitly teach historical concepts: the lessons that develop understanding of changes and development in time periods, cause and effect of main events and developments and significance and interpretations of historical events, developments, societies and people.
- Explicitly teach historical enquiry: using sources as evidence and planning and carrying out enquiries.
- Teach the topic-specific skills: relevant learning (sometimes from earlier years and key stages) that provides the foundation for new explicit learning.

Lessons are inclusive and are adapted in a range of ways to suit the needs of the learner. Where available, LSAs are used to support individuals or groups of children.

### **SEND**

Children with SEND are taught within the lessons where support is given as required. Additional support staff may withdraw small groups or individuals to adapt the learning to allow for child-specific needs.

Within the History lesson, teachers not only provide activities to support children who find geography difficult, but also activities that provide opportunities for children to apply **higher level knowledge** skills.

### **CROSS CURRICULAR LINKS**

Throughout the curriculum, opportunities exist to extend and promote History. Where possible, children are given opportunities to apply their Historical knowledge and skills to other subjects. For example:

- Children are given time to apply these skills within their English lessons through both reading and writing.
- Links are made with Maths through topics such as number, including ordering numbers on a number line.
- Links are made with PE through topics linked with Dance and outdoor and adventurous activities units.
- Links are made with Science through topics such as the impact of famous Scientists.

### **RESOURCES**

Whole school resources are organised into themes and are stored in the resource shed in clearly labelled boxes. All classrooms have a regularly updated Topic Wall that reflects the humanities topic being taught. Classroom resources are clearly labelled and easily accessible to children.

## COMPUTING

Throughout the school, all children are given access to computer programs to enhance their learning.

1. **Google Earth** to visit important monuments, view countries and continents and compare to a globe.
2. **Google Maps** to support the understanding of changes over time and maps to identify where settlements were.
3. **Tourism Websites** to support research of countries and towns such as a coastal town.
4. **BBC Bitesize** to aid research of different historical time periods.

## IMPACT

Our History Curriculum is high quality, each enquiry which forms our programme of learning and teaching sets clear objectives and outcomes for the pupils in terms of knowledge and understanding and skills acquisition. The schemes of work also suggest a range of ways in which the teacher can assess whether a pupil has achieved these outcomes. We ensure that when assessing our pupils, evidence is drawn from a wide range of sources to inform the process including:

- Interaction with pupils during discussions and related questioning
- Day to day observations
- Practical activities such as model making and role play drama, the gathering, presentation and communication of fieldwork data and writing in different genres.
- The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly.
- Summative termly assessments which enable us to record and track progress and attainment.

At the end of each year we make a summative judgement about the achievement of each pupil against the subject learning goals for history in that year. At this point we decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals.

## ROLE OF THE HISTORY LEADER

- To take the lead in policy development.
- To support colleagues in the delivery of the History curriculum
- To monitor progress in History – eg leading staff CPD, scrutiny of work, analysis of assessment data.
- To take responsibility for the choice, purchase and organisation of central resources for History, in consultation with colleagues.
- To be familiar with current thinking concerning the teaching of History, and to disseminate information to colleagues.
- The leader will be responsible to the Headteacher and will liaise with the named link Governor.

## **MONITORING AND EVALUATION**

The subject leader monitors and evaluates the quality and standard of History throughout the school and supports teachers to develop their practice. In practice, this includes learning walks, dropping into geography sessions, book looks and discussions with both pupils and staff. Opportunities for teachers to review the scheme, policies and other support materials are given during staff meetings. Leaders are provided with an additional three planning days per year in addition to their PPA, to plan their curriculum.

Other relevant documents:

- Marking and feedback policy
- Homework policy
- Early Years Foundation Stage policy
- Assessment policy
- History Skills progression
- History Long Term Plan
- SEND policy
- Educational visits policy
- Health and Safety policy

This policy also should be read alongside the National Curriculum in England (published September 2014) and other documents from the Standards and Testing Agency.