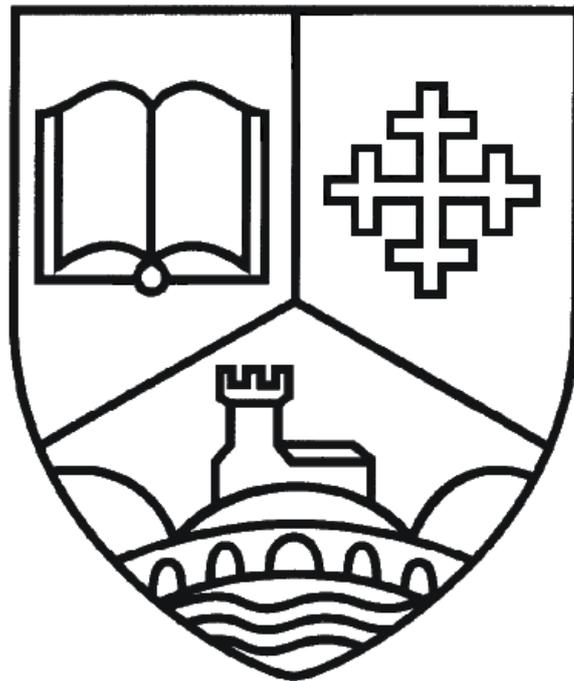


# **Bidford-on-Avon C.E. Primary School**



## **Policy for History**

## 1. Introduction

This policy outlines the teaching, learning and management of the History Curriculum at Bidford-on-Avon C of E Primary School. The school's policy for History is based upon the National Curriculum for Key Stages 1 and 2. This policy has been drawn up to reflect our whole school approach to History and has been discussed with staff and has the agreement of the Governing Body. The implementation of this policy is the responsibility of the Head Teacher and teaching staff.

## 2. Purpose of Study and Aim.

The aim of history teaching at Bidford-on-Avon C.E. Primary schools is to stimulate children's interest in aspects of the past through developing a coherent understanding of periods of history within Britain and the wider world, events and significant individuals. It should inspire pupils' curiosity to know more about the past. Children learn key facts and concepts, alongside skills such as critical thinking, the analysis and evaluation of historical evidence and chronological understanding. They learn how to empathise with people from different eras and how to compare and contrast life in different periods, developing an understanding of the complexity of people's lives, the impact of change, the diversity of societies, as well as a sense of their own identity and the challenge of their time.

### 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.

## 3. Teaching and Learning

At Bidford-on-Avon Primary School, History national curriculum objectives are taught discretely with relevant links made to the wider curriculum. Opportunities for learning are also drawn from outside agencies and visits to places of interest. We believe that pupils are best served being taught the best possible content, within discreet curriculum areas. Our curriculum is knowledge-rich and disciplinary/subject based focussing on the key knowledge, vocabulary and skills. As appropriate contextual links are made across other curriculum subjects to provide meaning and context for learning e.g. historical understanding developed through looking at art; geographical study identifying the landscape and environment of historical periods; historical events or characters forming the context for writing in English.

The use of rich questioning, well-pitched exposition, discussion, research, collaboration and the development of listening, communication, thinking and problem solving skills encourages pupils' curiosity and self-directed learning. Targeted feedback and formative assessment supports the enrichment, broadening and deepening of pupils learning.

The history curriculum encourages children to become curious, to develop their own opinions and values based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past. Historical enquiry, the constructive use of historical sources, engagement with a range of historical interpretations and opportunities to communicate their understanding in creative and historically rigorous ways underpin the learning in history.

At Bidford we believe that, to make history as meaningful as possible, the teaching and learning should involve practical experiences, creativity and personalised learning. To achieve this, we use topic launch and end days to immerse children within their allocated topic by allowing them to handle artefact, listen to experts or visit historical sites. Similarly, use of elicitation and subject assessments help to inform planning to ensure that it remains robust and meets the needs and interest of the children.

At Bidford-on-Avon Primary School our aim is to deliver a history curriculum which can be accessed by all pupils. The curriculum should engage and inspire learners whilst conforming to, but not being limited to, the National Curriculum. We recognise the fact that in all classes there are children of different abilities in history and we aim to provide suitable and challenging learning opportunities by differentiating tasks, giving additional support to individuals or groups and allowing extensions to work through independent research, enquiry and problem solving.

## 4. Curriculum Planning

History is a discrete subject within the National Curriculum for both Key Stages 1 and 2.

History curriculum planning is organised in three ways, long term schemes of work, medium term and short term planning. (See curriculum policy). Curriculum maps also outline the whole curriculum studied each year at each phase

Long term schemes map out the elements of the history programme of study studied each year for KS1, LKS2 and UKS2. Schemes identify the relevant historical content, key objectives and key vocabulary studied in each unit of work. Supporting Progression maps also outline the key learning to be attained at the end of KS1; lower KS2 and Upper KS2. Within each history unit related geography objectives, supporting pupils understanding of the historical environment and geographical context, are included.

Medium and short term planning builds upon their prior learning and long term schemes detailing the aim, content, key vocabulary, key knowledge, resources, assessment milestones, cross-curricular links and cultural capital and series of differentiated lessons taught over each unit of work, relevant to the Key Stage and class. All planning is completed on standardised planning proformas to ensure consistency in content and expectation.

Over KS1 and KS2 pupils study changes within living memory, events beyond living memory that are significant nationally or globally and the lives of significant individuals in the past who have contributed to national and international achievements, often introducing pupils to historical periods that they will study more fully later. At KS2 pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

A knowledge organiser identifying the key knowledge and vocabulary for the topic is also sent home to parents and used by children to support and focus their learning.

The timing allocated to teaching history each term is outlined in the curriculum policy.

As we have a combination of single and mixed year group classes, planning is done as part of a 2 year rolling programme. This ensures children have complete coverage of the national curriculum and do not have to repeat topics.

History is delivered as individual and blocked lessons. Blocked lessons provide consistent time for pupils to develop, review and adapt pieces of work within a creative process, whilst individual lessons might focus on developing a key skill or knowledge about an artist or art work.

### EYFS

In the Early Years Foundation Stage, children find out about the past and present events relevant to their own lives and those of their family.

### Cross-Curricular links.

At Bidford, we believe it is important that meaningful links are made with history and other curriculum subjects. These include historical novels or non-fiction texts used in English or using historical themes as a context for writing; cross-curricular maths investigations with an historical theme; the use of art works representing the past; using historical themes to give purpose and context to art or design work.

### Wellbeing and SMSC

We provide an education that gives pupils opportunities to explore and develop their values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of social and cultural traditions and an appreciation of the diversity and richness of other cultures, including British Values of democracy and equality.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this are planned in each area of the curriculum. History provides pupils with an insight into the moral, cultural and social issues related to the development of human civilization and the key figures, ideas and events that have shaped our current world. In looking at the scale of human history pupils develop the curiosity and questioning that supports their spiritual development as they consider their own place within the world and the meaning of their own lives and the community around

them. It links with their understanding of how religious movements have developed over time and the impact they have had on communities and the ways in which they live.

### Community cohesion and British Values

Through our History planning, links are made to Community Cohesion by looking at the importance of History in our local area and how this has impacted the local community's development and the wider British nation. They understand how societies and nations grow and develop and how communities are built around the establishment of shared values, rules and cultural practices.

## **5. Management of History within the school.**

The history subject manager is responsible for:

- Compiling, carrying out and evaluating the school science action plan.
- Maintaining and updating the subject leader folder.
- Coordinating subject assessment and monitoring.
- The organisation of history resources within the school.
- Keeping informed of changes and updates in history teaching, for example by attending History Alliance meetings and feeding back information to the rest of the staff.
- Supporting the Senior Leadership Team in the monitoring of standards in children's work and of the quality of teaching history.

## **6. Health and Safety**

In planning activities, including visits or the use of artefacts teachers will risk assess potential safety issues, referring to the relevant policy and documentation. They will also explain the reason for safety measures and discuss any implications with the children. Children will always be encouraged to consider safety for themselves, others and the environment and the resources they use, when undertaking History activities.

The following considerations are carried out to prevent children from being put to unnecessary risk:

- All tools and practical equipment are kept in good condition, stored safely and well-organised
- Children are provided with appropriate guidelines in the use of artefacts and are supervised at all times
- Work areas are appropriately arranged i.e table covers/ aprons to prevent spillage or damage to resources or clothes
- Allergies are considered when exploring food related to historical periods

All trips/visits must be risk assessed and an EVOLVE risk assessment form completed and signed by the Educational Visits Coordinator (EVC). Follow guidance in the Educational visit policy regarding arrangements for all trips.

## **7. Safeguarding**

All activities in history will be managed within the guidelines stated in the school Safeguarding policy. All additional adults/volunteers supporting historical activities must be informed of their safeguarding duties and checked with the office/safeguarding leads for their suitability before being asked.

The use of digital devices and the internet by staff and pupils are managed within the guidelines stated in the online safety policy.

## **8. Assessment and Recording.**

Teachers assess children's work in History by making formative assessments as they observe them or engage them in discussion during each History lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, identifying where appropriate, good examples of work and areas to improve or questions. Children are asked to self-assess their work, commenting on their successes and suggesting where improvements could be made. Opportunities are provided for children to discuss and evaluate work with their peers.

At the end of each unit of work, the teacher makes a summative judgement about the skills and performance of each pupil if they have yet to attain, met or exceeded the unit objectives linked to the national curriculum (recorded on unit plan) – a conglomeration of this data, along with subject milestones are used to assess/ record pupil's attainment at the end of the year (recorded on subject attainment tracker). Staff use a subject milestones progression map to check their progress against key stage benchmarks. Key Stage teams complete a termly subject review, which supports improvement in planning and resourcing

of subjects. The subject leader completes a periodic monitoring of planning, pupil work and attitudes and completes an annual subject action plan/review and end of year subject report to support the monitoring of standards in the subject.

Photographs are taken as a record of children's practical work or visits. The History subject manager keeps levelled samples of children's work in a portfolio to support staff's understanding of the expected standards across the year groups.

## **9. Resources**

History resources are kept in the hall store where there is a box of equipment for each unit of work. A list of these resources can be obtained from the History subject manager.

## **10. Monitoring and review.**

Monitoring of the standards of the children's work and of the quality of teaching history is undertaken to ensure that pupils make the best possible progress. The annual history action plan outlines yearly subject improvement tasks and reviews the previous year's actions. Subject leaders conduct termly/ yearly monitoring activities looking at standards, planning and pupil experience. Governors meet periodically with subject leads to review the intent, implementation and impact of their work.