

Brindle St James' Church of England Primary School



History Policy

**December 2022
Review February 2025**

At Brindle St James' CE Primary School we follow the National Curriculum Programme of Study for History. The following information is based on the NC PoS and the Early Years Foundation Stage (EYFS) Statutory Framework (March 2021). A full version of the National Curriculum

Programme of Study for History can be viewed at

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

The Early Years Foundation Stage (EYFS) Statutory Framework (March 2021) can be viewed at:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Purpose of studying History:

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.

Aims:

Our history teaching aims to ensure that all pupils:

- know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day
- know and understand significant aspects of the history of the wider world including the nature of ancient civilisations
- gain and use a wide range of historical terms and vocabulary
- understand historical concepts such as: continuity and change, cause and consequence, similarity, difference and significance.
- use historical concepts to make connections, draw contrasts, analyse trends, ask historically valid questions and create their own structured accounts, including written narratives
- understand the methods of historical enquiry, including how evidence is used to make historical claims
- gain historical perspective by making connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Attainment targets / Assessment

The National Curriculum states that:

‘By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant (History) programme of study.’

A range of different assessment approaches are used together to assess pupils’ knowledge. Formative assessments are designed to identify gaps in pupils’ knowledge of specific content and concepts. Teachers draw valid inferences from formative assessment and can therefore meaningfully identify and address gaps in pupils’ knowledge.

Children’s attainment is assessed and recorded at the end of each unit using the Lancashire KLIPs (see separate document).

Subject content

EYFS (Past and Present Early Learning Goal)

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Recall some important narratives, characters and figures from the past encountered in books read in class.

Key stage 1

- Pupils should develop an 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.
- They 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 *e.g. the Queen's 90th Birthday, Remembrance Day*
- events beyond living memory that are significant nationally or globally *for example the Great Fire of London*
- 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 . *E.g:*
 - *Female scientists such as Marie Curie and Mary Anning (Y1)*
 - *Caxton and Tim Berners-Lee linked to the development of new technologies (Y2)*
- significant historical events, people and places in their own locality

Key stage 2

Pupils should 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. They should

- note connections, contrasts and trends over time and develop the appropriate use of historical terms;
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance;
- construct informed responses that involve thoughtful selection and organisation of relevant historical information;
- understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history, 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.

The long term history plan shows what should be covered during each unit of history.

Teaching and learning style

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources, and when possible, give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions (e.g. 'How do we know?') about information they are given.

We recognise that in all classes children have a wide range of ability in history, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- providing resources of different complexity, depending on the ability of the child;
- using teaching assistants to support children individually or in groups.

Emphasis is placed on the development of skills and a historical perspective alongside factual knowledge. A variety of teaching approaches are used:

- Teacher presentations, role play, drama, storytelling.
- Question and answer sessions, discussions and debates. Individual and group research.
- Investigating artefacts and sources of evidence.
- Fieldwork, and visits to museums and sites of historic interest.
- Drama groups and guest speakers.

Promoting key skills through history

Through our teaching of history, we provide opportunities for pupils to develop the key skills of e.g. communication, application of number, co-operation, improving learning and performance, problem solving and thinking skills.

History curriculum planning

We use the National Curriculum scheme of work as the basis for our planning in history, but we have adapted this to our local context, building on the successful units of work already in place. 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 as they move through the school.

We carry out curriculum planning in history in two phases (long term and short term). The class teacher writes the lesson plans for each history lesson (short-term plans). These plans list the specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, although he or she and the subject leader often discuss them on an informal basis.

The long term plan details a disciplinary concept and a substantive concept for each unit. This is to focus the teachers planning and give depth of understanding through lessons. Disciplinary concepts are progressive throughout school with 3 being taught in KS1, lower KS2 and upper KS2. We have chosen these specifically for our school and they are “Civilisations”, “Race, migration and equality” and “The history of the local area/ chronology”.

Cross-curricular opportunities

Staff are encouraged to develop cross-curricular links with history and other subjects to provide a relevant and meaningful curriculum for pupils:

- **English:** History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop oracy through discussing historical questions, or presenting their findings to the rest of

the class. They develop their writing ability by composing reports and letters, and through using writing frames.

- **Mathematics:** The teaching of history contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating timelines and through sequencing events in their own lives. Children also learn to interpret information presented in graphical or diagrammatic form. They also study different number systems from past cultures, e.g. Roman numerals.
- **Spiritual, moral, social and cultural development (SMSC):** In our teaching of history we also contribute to the development of the children's spiritual, moral, social and cultural understanding by looking at the establishment of multicultural Britain and the moral implications of the actions of historical figures. Children are therefore provided with many opportunities to discuss moral questions (see SMSC Policy, Equality Policy).
- **Computing:** Wherever appropriate we use computing to enhance our teaching of history. The children use ICT in a variety of ways, such as word-processing, finding information on the Internet and presenting information through PowerPoint. They make creative use of the digital camera and iPods to record photographic images.

Responding to pupils' diverse learning needs

At our school we teach history to all children, whatever their ability and individual need. This is in accordance with the school's curriculum policy of providing a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, new arrivals and those learning English as an additional language, and we take all reasonable steps to achieve this.

Teachers' planning will set high expectations and provide opportunities for all pupils to achieve, so that everyone can take part in lessons fully and effectively. Teachers will take specific action to respond to pupils' diverse needs

Health and safety

We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, teachers should be aware of health and safety issues. Risk assessments are undertaken prior to activities, to ensure that they are safe and appropriate for all pupils. Before undertaking a field trip, teachers are encouraged to visit the proposed area of study and fill in a risk assessment form. Further information can be found in the Health and Safety Policy and Educational Visits Policy.

Child protection

See separate Child Protection Policy for further information.

Assessment for learning and assessment of learning

The knowledge, skills and understanding in the programmes of study identify the aspects of history in which pupils make progress:

- Children demonstrate their ability in history in a variety of different ways.
- Teachers will assess children's work by making informal judgments during lessons.

- On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning.
- Written or verbal feedback is given to the child to help guide his or her progress.
- Children are also encouraged to assess their own learning and make judgments about how they can move their learning forward.
- At the end of each unit, the teacher makes a summary judgement about the work produced. In order to assist these judgements, teaching staff are provided with a skill assessment sheet which, when completed, indicates the children who have met, have not met or have exceeded age-related expectations for that historical focus.

Role of the subject leader

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Resources:

Lancashire Archives - email: archives@lancashire.gov.uk

Mario - Lancashire County Council's online map-based resource tool.

<http://mario.lancashire.gov.uk/agsmario/>

Lancashire County Council's Archaeology Service.

<https://www3.lancashire.gov.uk/environment/oldmap/>

Historical Association for key information, schemes of work and other resources.

<https://www.history.org.uk/>

Historical maps and links with geography <http://digimapforschools.edina.ac.uk>

Google Street View. <https://www.google.com/streetview/>

