



*Opening up the world for our
children and families*

History Policy

Date: January 2021

Review: January 2022

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Intent

At Burrowmoor Primary school we believe that studying history is vital to our understanding of the world. The journey that our that children go on to acquire historical knowledge, concepts and skills mean that they become inquisitive and curious about the world around them and the ways in which the past is represented.

Through our History curriculum we aim for our pupils to:

- develop a knowledge of chronology within which children can organise their understanding of the past and their place in it.
- develop an appreciation of human achievements and aspirations.
- understand the values of our society.
- see their history and heritage represented
- learn about the major issues and events in the history of our own country and the world and how these events influenced one another.
- understand that people of other times and places may have had different values and attitudes from ours.
- provide positive role models that every child can relate and aspire to emulate.

Implementation

Key Stage 1

Pupils will be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally
- 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.
- Significant historical events, people and places in their own locality

Key Stage 2

Pupils will be taught about:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England.
- A local history study.

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, e.g. a significant turning point in British History such as the Battle of Britain.
- The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
- Ancient Greece - a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history.

In order to achieve the objectives of the History Curriculum, each subject is taught through a blocked topic approach. These topics have been mapped to the National Curriculum Programmes of Study for History.

In lessons, a variety of approaches will be used to ensure continuity and progression. Lessons will include whole class teaching, group work and individual work. Planning will take into account the needs of individual pupils in line with the school's inclusion and equal opportunities policies.

Planning is the responsibility of individual teachers and will be used to:

- Set clear objectives;
- Ensure work is matched to pupils' abilities and interests;
- Ensure progression, continuity and subject coverage throughout the school.

There will be an emphasis on the provision of hands-on experiences for the children where appropriate and possible.

Educational visits, including, for example, museums are also made to relevant locations which will stimulate the pupils' interest. Visitors with first-hand knowledge/expertise will also be invited into school to further enhance the History curriculum.

Impact

The intended impact of the History curriculum is that the majority of children in each year group are working at or above the expected level for their age. Teachers will assess children against key objectives from the History curriculum. In addition, it is the intended impact that the children;

- Are inspired by the History curriculum and want to learn more
- Show the progression in their skills and knowledge in their work
- Can discuss their learning and remember what they have learned
- Can talk about their first-hand experiences of visiting historical places and working with visitors