

St Mary's Bryanston Square CE Primary School



History Policy

March 2023

Excellence with Compassion

EXCELLENCE WITH COMPASSION'

'Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. And love your neighbour as yourself.' (Mark 12:30-31)

Introduction

This policy outlines the teaching, organisation and management of history taught and learnt at St Mary's Bryanston Square Primary School.

The main purposes of this policy are:

- To establish an entitlement for all pupils.
- To establish expectations for teachers of this subject.
- To promote continuity and coherence across the school

Aims and objectives

The **aim** of history teaching here at St Mary's Bryanston Square Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to citizenship education by teaching about the manner in which Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

The **objectives** of teaching history in our school are:

- to arouse interest in the past and stimulate children's curiosity into finding out more;
- to develop knowledge and understanding of how people lived in other times and how those times were different from today;
- to enable children to know about significant events in British history, and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to encourage thinking about cause and effect, and how the past influences the present
- to experience a range of representations of the past;
- to develop the ability to communicate historical knowledge in a variety of forms;
- to understand how Britain is part of a wider European culture, and to study aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their citizenship and cultural heritage;

- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

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 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, some children not completing all tasks;
- grouping children by ability in the room, and setting different tasks for each ability group;
- providing resources of different complexity, depending on the ability of the child;
- using teaching assistants to support children individually or in group

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:

- Communication, through reading and responding to a range of sources of information, when planning and carrying out historical enquiries, through taking part in discussions, and presenting findings in a variety of ways.
- Application of number, when using dates to calculate the length of time between events, or the average life span of people living in the local area from

headstones, and through carrying out calculations from databases as part of historical enquiries into trends and developments.

- Co-operation, through planning and carrying out historical enquiries that are classroom based or take place on a visit to a museum, gallery or site.
- Improving their own learning and performance, through reviewing their work at regular intervals, setting targets for improvement and assessing their achievement.
- Problem-solving, through finding out about the past by investigating a specific question or issue, deciding what information they need to know, identifying relevant sources of information and discussing their conclusions.
- Thinking skills, through work on processing and evaluating information, describing and explaining events and actions, and carrying out investigations of past events.
- Financial capability, through developing pupils' understanding of the economic factors that affect people in different classes of society and of the impact of economic and technological development on societies at different times in the past
- Education for sustainable development, through developing pupils' skills of enquiry, critical thinking and communication, and knowledge and understanding of how past actions, choices and values may have an impact on future societies, economies and environments.

Key stages

In the **Foundation Stage** history is taught as an integral part of the topic work covered during the year. Topics are guided by the Early Years Foundation Stage (EYFS) Framework.

In **KS1**, opportunities will include storytelling, handling objects, oral history, imaginative play, themed days and visits to museums.

In **KS2**, every effort is made to continue to make history real, by using a range of primary sources, including museums or historical sites, themed days, original documents, photographs and artefacts. Children are developing knowledge, skills and understanding of significant people, events and places from both the recent and more distant past. We ensure that children:

- learn about change and continuity in their own area, in Britain and in other parts of the world;
- look at history in a variety of ways, e.g. from political, economic, technological, scientific, social, religious, cultural or aesthetic perspectives;
- use different sources of information to help them investigate the past, using dates and historical vocabulary to describe events, people and developments;
- Learn that the past can be represented and interpreted in different ways.

History Units taught in KS1 and KS2

EYFS Year A	All about us Food	People Who Help Us Buildings	Magic and Fantasy Growing and Changing
EYFS Year B	All About Me Celebrations	Transport Superheroes and Explorers	Traditional Tales Living Things
Year 1	Toys (Changes within living memory)	Queen Elizabeth II (Significant individuals and individuals in the past)	Castles (Historical events in own locality)
Year 2	Remembrance Day (Significant events beyond living memory)	Florence Nightingale (Significant individuals in the past)	Great Fire of London (Significant events beyond living memory)
Year 3	Stone Age (Stone Age life)	Bronze Age and Iron Age (religion, technology and travel)	Ancient Egypt (the achievements of the earliest civilisations)
Year 3 and 4	Local area (the history of Marylebone)	Roman Empire and its impact on Britain (Romanisation of Britain inc early Christianity)	Early invaders and settlers (The Vikings)
Year 5	World War 2 (Local History)	Leisure and Entertainment (similarity and difference, continuity and change)	Ancient Greece (A study of Greek life, achievements and influence over the western world, e.g. Britain, links with Percy Jackson guided reading)
Year 6	Titanic (social class, historical enquiry, interpreting ideas)	The Tudors (monarchs and their effect on England-significant events and people)	Mayan Civilisation (Non- European Study-significant events and people)

History curriculum planning

We use the National Curriculum and the LCP 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 three phases (long term, medium term and short term). The long-term plan maps the history topics studied in each term during each key stage; this is devised in conjunction with the geography subject leader to ensure that the humanities complement each other throughout the year. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

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.

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.

History and 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.

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.

Intervention through SEND support will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to history.

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 by:

- creating effective learning environments;
- securing their motivation and concentration;
- providing equality of opportunity through teaching approaches – ensuring that children of all intelligences are given the opportunity to succeed and make progress;
- using appropriate assessment approaches;
- setting targets for learning that build on pupils' knowledge, experience, interests and strengths and are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn

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.

Child protection

We seek to safeguard children and young people by:

- valuing them, listening to them and respecting them;

- adopting child protection guidelines through procedures and a code of conduct for staff and volunteers;
- recruiting staff and volunteers safely, ensuring all necessary checks are made;
- sharing information about child protection and good practice with children, parents, staff and volunteers;
- sharing information about concerns, with agencies who need to know, and involving parents and children appropriately;
- Providing effective management for staff and volunteers through supervision, support and training.

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:

- Chronological understanding
- Range and depth of historical knowledge
- Interpretations of history
- Historical enquiry

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 a whole unit of work, 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. We use this teacher assessment as a basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

Resources

There are sufficient resources for all history-teaching units in the school. They are located in the resource room. The library contains a good supply of topic books and software is available to support children's individual research.

Monitoring and review

Role of the subject leader

It is the responsibility of the history subject leader:

- to develop, implement and review an action plan for history;
- to monitor history throughout the school;
- to encourage staff to provide effective learning opportunities for all pupils;
- to develop valid activities appropriate for children at different stages of development, which enable pupils to progress in the subject.

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.

This policy will be reviewed at least every two years.

Signed: History Leader - Jadwiga Stepinska

Date: 10/ 03/2023

Review date: 10/03/2024