

# History Policy

## Bushmead Primary School

### October 2022



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## 1. Aims

Our aim for the teaching of History is to provide an experience rich curriculum that will ensure every child will build a coherent understanding of the history of Britain and the wider world. Children will be taught to understand the process of change through time and the diversity of societies. This will support their ability to build a chronologically aware picture of change through time in Britain and the wider world. Children will build a historical grounding in abstract terms such as empire, civilisation, parliament and peasantry. This will support their understanding of how people's lives have been shaped by historical events in Britain and around the world. Concepts taught will be reinforced by focusing on the key features of historic enquiry, so that pupils learn to use a variety of approaches to answer relevant historic questions through a broad and balanced curriculum. Teachers will plan and teach exciting lessons based around historical enquiry, encouraging independence and ownership of their own learning, confidently sifting through evidence, thinking critically, comparing arguments and using these skills to help them understand the process of change through time and the diversity of societies as well as why contrasting arguments of the past have been constructed. We aim for every child to leave Bushmead Primary School with a range of historical skills, knowledge and an interest in history which they can carry with them through their education and the rest of their lives.

## 2. Legislation and guidance

The National Curriculum 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. Definitions

None

## **4. Roles and responsibilities**

### **4.1 The head teacher**

The head teacher will:

- Work with staff, parents and governors to determine the strategic development of the history policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

### **4.2 The Governor/s**

They will:

- Work with the head teacher to determine the strategic development of the history policy and provision in the school.

The Governing Body will review this policy in line with the Policy review schedule at the C&S committee meetings

### **4.3 Class teachers and teaching assistants**

Class teachers will be responsible for delivering the history curriculum, in line with guidance in this document.

### **4.4 History Co-ordinator**

- Taking the lead in the development of the school scheme of work for History.
- To advise staff of resources, visits, visitors, curriculum changes, classroom teaching and learning ideas.
- Monitoring and evaluating pupils' work, displays and teachers' planning.
- Writing School Action Plan for History.
- Auditing resources and ordering resources when needed.
- Keeping up to date with developments in history and disseminating information to the rest of the teaching staff.
- Leading staff meetings as appropriate.
- Attending relevant in-service training and prompting others about relevant training.

## **5. Policy specific headings – Teaching and Learning**

### **5.1 History in the Early Years**

We teach history in the Reception classes as an integral part of the topic work covered throughout the year. As part of the Early Years framework children will build on their understanding of their own and their families life story and history understanding that the past cannot be visited. They will talk about familiar events in history and note similarities and differences between the past and now. History contributes to the child's understanding of their place in their family and the wider world.

## 5.2 History in Key Stage One

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's 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. Children should develop a 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
- 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
- Significant historical events, people and places in their own locality

## 5.3 History in Key Stage Two

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children 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. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should 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 to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations
  - An overview of where and when the first civilizations 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 – one study chosen from: early Islamic civilization, including a study of Baghdad

#### **5.4 Resources**

There are sufficient resources to teach the current topics across the school and links are available for borrow boxes for some topics through the local museum when these may be appropriate. Staff are responsible for the return of all borrowed resources. The history curriculum budget can be used by the co-ordinator to fill gaps in resources when these arise. Trips and visitors also offer opportunities for children to experience artefact handling and interpretation of primary and secondary sources of evidence.

#### **5.5 Assessment**

Children will be encouraged to record their work using a variety of methods and therefore communicate their findings and understanding to others. These may include written or verbal reports, pictures and role play activities and when appropriate end of topic quizzes. These will then be used by the class teacher to assess whether a child is below, at or above the expected level at the end of the year.

#### **5.6 Equal opportunities**

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more-able. Learning experiences in history will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through historical understanding. We recognise that in all classes, children have a wide range of ability, and so 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 in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses.
- setting tasks of increasing difficulty.
- grouping children by ability and setting different tasks for each group.
- grouping children in mixed ability groups.
- providing resources of different complexity, depending on the ability of the child.

### **6. Monitoring arrangements**

This policy and information report will be reviewed by the History co-ordinator every three years. It will also be updated if any changes to the information are made during the year.

It will be approved by the C&S Committee.

### **7. Links with other policies and documents**

This policy links to our policies on:

- Teaching and learning.

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