

# Brunshaw Primary School



*'Inspiring children to be resilient and aspirational learners,  
within a positive and considerate community.'*

## HISTORY POLICY

Agreed by Governors: 23/03/26

At Brunshaw Primary School we follow the National Curriculum Programme of Study for History.

The following information is based on the NC PoS, a full version of which can be viewed at <https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

### **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
- Develop an awareness of the passing of time, acquire a knowledge of chronology and use the language associated with time
- Understand disciplinary concepts such as:
  - continuity and change,
  - cause and consequence,
  - similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends and 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 and use this to develop a curiosity and interest about the past
- Develop questioning skills, empathy and understanding of why people acted the way they did, why events happened and what happened as a result
- 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.’

Children’s attainment is assessed and recorded at the end of each unit using our own personalised assessment tool. Throughout the unit, we use a range of independent pieces of work, alongside low stake quizzes and sticky knowledge bowls, to continuously assess the progress children are making. We then formally state whether they are working towards expected level, working at or exceeding expectations.

## Subject content

### 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. toys in the past*
- events beyond living memory that are significant nationally or globally *for example the Great Fire of London, The Titanic*
- 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:*
  - *Rosa Parks*
  - *Neil Armstrong*
  - *Christopher Columbus*
- Significant historical events, people and places in their own locality *e.g. Learie Constantine and the Burnley Boys (John Ryan & Albert Jackson)*

## 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.

<b>Pupils should be taught about:</b>	<b>In which year at our school?</b>
<b>1 Changes in Britain from the Stone Age to the Iron Age</b>	Year 3 <b>Hunter Gatherers and Early Farmers</b> <b>Stonehenge and Iron Hill Forts</b>
<b>2 The Roman Empire and its impact on Britain</b>	Year 5 <b>Boudicca's Resistance</b>
<b>3 Britain's settlement by Anglo-Saxons and</b>	Year 5 <b>Scots Sutton Hoo &amp; The Book of Kells</b>
<b>4 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b>	Year 6 <b>The Vikings</b>
<b>5 A local history study</b>	Year 4 <b>Lancashire Cotton Industry</b>
<b>5 A local history study</b>	Year 3 <b>Crime &amp; Punishment</b>
<b>6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b>	Year 5 <b>Sutton Hoo &amp; The Book of Kells</b>
<b>6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b>	Year 6 <b>Technology, Rainwater &amp; the Survival of the Maya</b>

<b>7 A study of the achievements of the earliest civilizations – an overview</b> of where and when the first civilizations appeared and a <b>depth study</b> of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	Year 4 <b>Tombs &amp; Monuments within Ancient Egypt</b>
<b>8 Ancient Greece</b> - a study of the different leadership styles of Athens and Sparta.	Year 4 <b>Athens and Sparta</b>
<b>9 A non-European society that provides contrasts with British history</b> – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Maya civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.	Year 6 <b>Technology, Rainwater &amp; the Survival of the Maya</b>
<b>10. Events beyond and within living memory</b>	Year 1 <b>Wallace Hartley &amp; the Sinking of the Titanic</b> <b>The Great Fire of London</b>
<b>11. Significant others</b>	Year 2 <b>Learie Constantine</b>

See NC Programme of Study for more details/ideas of what could be covered in each theme.

### **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. In each key stage, we 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, such as ‘how do we know?’, about information they are given.

We recognise the fact that in all classes there are children of widely-different abilities 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 common tasks which are open-ended and can have a variety of responses;
- setting tasks that inspire children to use a range of historical skills e.g. critical thinking
- providing resources of different complexity depending on the ability of the child;

- using classroom assistants to support children individually or in groups.

We have a whole school focus on building children's enquiry and chronology skills throughout school.

### **History curriculum planning**

Our history curriculum has been carefully tailored to the locality of the school, ensuring that children explore topics that are meaningful and relevant to their own community. It has been designed to be narrow and focused rather than overly broad, to support better retention and deeper understanding of historical knowledge. The curriculum has been thoughtfully curated so that key substantive concepts are revisited across different topics and year groups, helping children build connections over time. These substantive concepts are: **migration, childhood, power and leadership, justice and equality, and civilisations**, which provide a consistent framework through which pupils can explore and make sense of the past.

Brunshaw's history curriculum has also been carefully planned to ensure that a broad range of disciplinary concepts are taught across all year groups. Pupils engage with concepts such as: **sources and evidence, change and continuity, significance, cause, similarities and differences, and historical interpretations**. These concepts help children understand **how historians study the past**, enabling them to ask questions, examine evidence, and develop informed interpretations. By encountering these disciplinary ideas across different topics, pupils gain a deeper understanding of the methods and processes that underpin historical enquiry. Each unit follows a focus enquiry question which supports the direction of learning. At the final stage of each concept, the children will answer a summative question which should draw together the knowledge acquired from each topic, evidencing progression throughout their learning journey.

We use personalised knowledge organisers as a basis for our planning. These documents ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school. At Brunshaw Primary School, we ensure that we teach an enriched, focused and captivating history curriculum.

## Foundation Stage (EYFS)

Our EYFS curriculum has been carefully planned to introduce children to the foundations of history and to begin their sequence of learning from the earliest stage. Through purposeful play, storytelling, and exploration of the world around them, children are introduced to key substantive concepts such as **migration, childhood, power and leadership, justice and equality, and civilisations** in an age-appropriate way.

## 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. Some of the texts that we use in English are historical in nature, for example Year 5 cover 'Beowulf' by Michael Morpurgo. Children develop oral skills through discussing historical questions, drama 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

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as timelines. Children learn to interpret information presented in graphical or diagrammatic form, for example they study the impact of the evacuation during World War II by analysing population statistics.

## Information and communication technology (ICT)

We use ICT in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history at Key Stage 2. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use the iPads to record and use photographic images and they communicate with other children in our school and other schools.

## Personal, social and health education (PSHE)

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

### **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.

We enable pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example, a visit to Queen Street Mill, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **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

### **Resources**

There are resources, which teachers have made for the history topics. Resources are kept in the classroom for each year group and topic books are supplied by Lancashire library service to support children's individual research. We have a partnership with Lancashire, where we use their resource loan boxes so that the children have the opportunity to explore physical artefacts and sources. Teachers also have access to resources and planning provided by the Lancashire Professional Development Service. Teachers also can use Key Stage History resources to provide them with planning support and different sources for children to engage with. The subject leader will also utilise the school's subscription to the Historical Association for key information and useful resources.

### **Monitoring and review**

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 history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history subject leader gives the head teacher an annual action plan in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The history subject leader has specially-allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

**Written: 10/03/26**

**Next review: March 2028**