

Brunshaw Primary School



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

HISTORY POLICY

May 2024

Agreed by Governors: 16/05/24

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 historical 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. homes within the past 100 years*
- 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*
 - *Queen Elizabeth I and Queen Victoria*
- Significant historical events, people and places in their own locality *e.g. Learie Constantine*

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.

Pupils should be taught about:	In which year at our school?
1 Changes in Britain from the Stone Age to the Iron Age	Year 3
2 The Roman Empire and its impact on Britain	Year 5
3 Britain's settlement by Anglo-Saxons and Scots	Year 5
4 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Year 6
5 A local history study	Year 3 and 4
6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Year 5 and 6
7 A study of the achievements of the earliest civilizations – <u>an overview</u> of where and when the first civilizations appeared and a <u>depth study</u> of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	Year 4
8 Ancient Greece – a study of Greek life and achievements and their influence on the western world.	Year 4

9 A non-European society that provides contrasts with British history – <u>one study chosen from:</u> 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 The Maya Civilisation
10. Events beyond and within living memory	Year 1
11. significant others	Year 2

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

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, varied, broad and diverse history curriculum.

Foundation Stage (EYFS)

We teach history in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as role-play, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

The contribution of history to other subjects

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 'The Invention of Hugo Cabret.' 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 time-lines. Children learn to interpret information presented in graphical or diagrammatic form, for example they study the impact of the plague 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 recognize 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.

Teaching history to children with Special Educational Needs

At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's 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 Towneley Hall, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Inclusion

At Brunshaw Primary School we plan to provide for all pupils to achieve, including boys and girls, higher achieving pupils, gifted and talented pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

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.

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: May 2024
Next review: May 2026