



History Policy

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Approved by Chair _____

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Statement of intent

At Busill Jones Primary School we believe that, through the study of history, children make sense of their world and put historical bias to one side.

This policy sets out the framework in which the history curriculum will be taught.

Through this curriculum, children will understand the similarities and differences between societies and cultures, beginning to make comparisons, and the impact of changes on people and place. They will also gain the skills required to argue historical questions when facts are placed before them and debate against their peers.

In accordance with the Primary National Curriculum, at Busill Jones we aim to:

- I. Help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- II. Inspire pupils' curiosity to know more about the past.
- III. Teach so that pupils are equipped to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.
- IV. Enhance children's understanding of their place in the world by developing a sense of chronology.
- V. Help children understand the complexity of people's lives, the process of change, diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

1. Legal framework

1.1. This Policy will have regard to the following statutory and non-statutory guidance:

- History programmes of study: Key Stages 1 and 2

2. Roles and responsibilities

2.1. The History Coordinator is responsible for:

- Developing, resourcing and reviewing the school's History Policy.
- Planning, instigating and monitoring teaching programmes.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Working with other staff to teach the subject content.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of children's work.
- Keeping up-to-date with current affairs and best practice regarding history.
- Providing guidance, including INSET training, as part of their ongoing professional development.
- Celebrating and promoting the history curriculum and the work of pupils' throughout the school.

3. Teaching

- 3.1. The History Coordinator will be responsible for overseeing the planning, resourcing and monitoring of the school's history programme.
- 3.2. The subject matter covered in history reflects the requirements of the National Curriculum (2014)
- 3.3. Special focus will be paid to the teaching of the skills inherent in the entire history curriculum taught at Busill Jones Primary School.

These skills include:

- Making accurate observations.
- Asking and answering questions.
- Effectively using the appropriate sources and equipment.
- Recognising patterns and identifying relationships.
- Predicting and applying knowledge to differing contexts.
- Analysing and interpreting evidence, and drawing conclusions.

3.4. The history programme will be delivered by all teaching staff in a range of teaching and learning situations with respect to the needs of individual pupils.

4. Curriculum

In Foundation Stage, History will be taught as an element of an integrated approach. In Key Stage 1 and Key Stage 2, History will be taught as part of the 'Cornerstones' creative curriculum as a topic based approach to learning. The cornerstones Curriculum is a creative and thematic approach to learning. This is so that the different learning styles of children are catered to, as well as ensuring the content and skills taught in History are broad and balanced, in line with the National Curriculum (2014) and show clear progression throughout the years. Our History curriculum aims to bring History to life, in order to help pupils to understand the process of change and the diversity of societies, as well as understanding their own identity and the challenges of their time. We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts.

4.1 The aims of the history curriculum are to ensure pupils:

- Know and understand the history of the UK, and how it shaped the world, 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, such as ancient civilisations; empires and past non-European societies and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation' and 'parliament'.
- Understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use these to analyse.
- Understand the methods of historical enquiry such as using evidence to support arguments.
- Gain a historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

Key Stage 1

5.1. Pupils should be taught about:

- Changes within living memory and changes in national life.

- Events beyond living memory that are nationally or globally significant.
- 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.

Key Stage 2

5.2. Pupils should be taught about:

- In relation to Britain; the Stone Age to the Iron Age, the Roman Empire, the Anglo Saxons and Scots, the Vikings to the time of Edward the Confessor.
- The earliest civilisations.
- Studies on local history, an aspect of British history beyond 1066, Ancient Greece, a non-European society such as Baghdad c. AD 900 and another ancient civilisation.
- Understanding change, cause, similarity, difference & significance.
- Creating and answering historical questions.

5. Assessment

Cornerstones provide a rigorous essential skills framework that outlines the end of year expectations in all subjects. These essential skills are tied to activities and are age related so that staff can track children's progress and identify their individual learning needs.

- 6.1. Assessment in history will be undertaken as part of a broader evaluation of pupil progress measured against National Curriculum assessment criteria.
- 6.2. A framework has been put into place to help teachers identify those pupils who may be working at a higher historical level than their peers.
- 6.3. The History Coordinator will ensure that assessment:
 - Is embedded as an essential part of teaching and learning.
 - Involves sharing learning objectives and success criteria with pupils.
 - Aims to help pupils to know and recognise the standards they are aiming for.
 - Involves pupils in peer and self-assessment.
 - Provides subject specific feedback which leads pupils to recognising their next steps and how to take them.
 - Involves both teacher and pupils reviewing and reflecting on assessment data.

At the end of each year, parents will be presented with a written report, of which History is one of the

subjects.

6. Differentiation

- 7.1. We recognise the fact that in all history classes there are children of a variety of abilities, and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We ensure that every child has access to the History Curriculum regardless of their ability.

8. Monitoring and evaluation

- 8.1. The History Coordinator will meet with the Senior Leadership Team regularly, to review and evaluate the history work within the school.
- 8.2. Samples of children's work from all ability groups (Upper/Middle/Lower/SEN) will be monitored for appropriateness of activity, differentiation, range of activities and quality of work. Judgements based on any monitoring will be relayed to staff for their feedback.
- 8.3. This policy will also be reviewed annually to ensure that it complies with the latest legislation, guidance and best practice.