



*Together on a learning adventure*

## **History Policy**

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Other relevant policies	
Other relevant procedures	
Other relevant documents	
Statutory guidance	



*Together on a learning adventure*

## **History Policy**

### **Intent:**

At Bathampton Primary School, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians.

By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically.

We develop children with the following essential characteristics to help them become historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- The ability to think critically about history and communicate ideas confidently to a range of audiences;
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- A respect for historical evidence and the ability to make critical use of it to support their learning;
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

### **Aims**

The national curriculum for history 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
- History – key stages 1 and 2 2
- ♣ 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

## **Curriculum Implementation:**

Teachers are provided with a History Curriculum which outlines of all the topics that should be covered. In addition, teachers are also given a skills progression grid that outlines all the skills that need to be taught each year. This ensures progression and complete coverage of all the National Curriculum requirements. As part of the curriculum, teachers also need to provide:-

- A cycle of lessons for each topic, which carefully plans for progression and depth;
- Encourage children to think as historians. To 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 or have experts visiting the school.
- To recognise and value the importance of stories in history teaching and use this as an important way of stimulating interest in the past.
- To 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.
- To recognise the fact that in all classes there are children of widely-different abilities in history and to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.
- To ensure that there is progression that takes account of previous learning and that children are aware of the historical context of the topic being learnt.
- To teach children subject specific vocabulary so that children can build on their historical vocabulary and use it to express themselves clearly
- To make use of artefacts so that history is seen as real life
- To use the internet, ICT, books, posters and historical information sites to gather and research information
- To make displays so that children’s work can be celebrated and also used as a source of information
- To use the outdoors wherever possible to enhance learning experiences
- To use timelines so that children can put new learning in context of previous learning
- To allow children an opportunity to research their own areas of interest either in lessons or homework
- To sometimes make use of knowledge organisers so that children know the key areas of knowledge they need to remember

### **Key Stage 1**

During Key Stage 1, pupils learn about people’s lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

### **Key Stage 2**

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

### **Contribution of history to teaching other areas**

History supports other subjects by:-

English: providing a context for a range of writing activities

Art and Design: making and representing historical artefacts and images

Music: investigating music from different periods in history

ICT: research

Science: Explaining changes and developments in Science through the ages

PSHE: Understanding different peoples viewpoints and actions

RE: Understanding different cultures and beliefs

### **Impact:**

- Children will have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future.
- Children will become increasingly critical and analytical within their thinking. Making informed and balanced judgements based on their knowledge of the past.
- Children will become increasingly aware of how historical events have shaped the world that they currently live in.
- They will also have a further understanding of History on a local level and on a small-scale.
- Children will develop enquiry skills to pursue their own interests within a topic and further questioning.
- Where applicable, children will have encountered or participated in high-quality visits/visitors to further appreciate the impact of History.
- Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

### **History for Pupils will SEND**

All children have equal access to the history curriculum and its associated practical activities. The SLT, Class Teachers and TAs at Bathampton Primary School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

### **Assessment**

Teachers assess children's work in history by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning targets from the national curriculum. This allows the teacher to make termly assessments of attainment and progress for each child.

### **Resources**

There are sufficient resources for all history teaching units in the school. There is a good supply of topic books and we use a range of websites to support children's learning. A wide range of class trips are organised to support the history curriculum.

### **Monitoring and Review**

The 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 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. There will be an opportunity each year for the subject leader to lead a professional development meeting for the teaching staff to ensure skills and progression are always enhanced. The History subject leader gives the Head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The History subject leader can use PPA time or may have additional time which s/he uses to review evidence of the children's work, and to undertake lesson observations/ book scrutiny of history teaching across the school. The history subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in history. The history subject leader is also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

History Coordinator : Mrs Heidi Wood March 2020