



STAPELEY BROAD LANE CE PRIMARY SCHOOL

History Policy

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1 **Aims and objectives**

The aim of history teaching at Stapeley Broad Lane School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

The objectives of teaching history in our school are:

- to foster in children an interest in the past, and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history, and to appreciate how things have changed over time;
- to provide pupils with an understanding of the legacy of historical periods on the local area;
- to develop a sense of chronology;
- to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- to understand how Britain is part of a wider global culture, and to study some aspects of global history;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;

- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

2 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 that in all classes children have a wide range of ability in history, and we seek to provide suitably adapted learning opportunities for all children.

3 History curriculum planning

Our history curriculum matches the scope and ambition of the National Curriculum:

The EYFS framework requires that pupils:

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

At KS1, the NC requires that pupils are 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. Some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality.

At KS2, pupils must learn 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 civilisations – an overview of where and when the first civilisations 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 c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

In our school, we teach pupils what Britain was like during the Stone Age and the changes to the country during the subsequent invasions by the Romans, Anglo-Saxons and Vikings during Year 3.

In Year 4, we consider the wider historical periods of the Tudors/Stuarts; Victorians and the Second World War but with a particular focus on the local area and their legacies.

In upper KS2, we consider the wider global historical periods and the theme of migration.

Units of work are planned so that they build sequentially on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them opportunities to deepen their historical knowledge and understanding as they move up the school.

We believe that pupils should develop both their disciplinary and substantive knowledge. Day visits and work completed during residential visits provide pupils with opportunities to develop both aspects of historical knowledge.

4 The Early Years' Foundation Stage

We teach historical aspects of the curriculum in our nursery and reception classes through our teaching of the Understanding the World area of learning. Historical experiences and vocabulary are an integral part of the topic work covered during the year. History makes a significant contribution to developing a child's understanding of the world, looking at pictures of famous people in history, or discovering the meaning of vocabulary ('new' and 'old', 'past and present' for example) in relation to their own lives.

5 The contribution of history to teaching in other curriculum areas **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 Literacy are historical in nature. Children develop oracy through discussing historical questions, or presenting their findings to the rest of the class.

Mathematics

The teaching of history contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time-lines and through sequencing events in their own lives. Children also learn to interpret information presented in graphical or diagrammatic form.

Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social and health education and citizenship. 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 they start to develop tolerance and respect for others. The study of influential people in KS1 provides an opportunity to learn about diversity and equality.

Spiritual, moral, social and cultural development

In our teaching of history we contribute where possible to the children's spiritual development. We provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian Britain. Children learn about the role of the church in Tudor times, and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

6 History and Computing

Information and communication technology enhances our teaching of history, wherever appropriate, in all key stages. The children use ICT in a variety of ways, such as word-processing, finding information on the Internet and they can make creative use of the digital camera to record photographic images.

7 History and inclusion

At our school we teach history to all children, whatever their ability and individual needs. This accords 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, and those learning English as an additional language, and we take all reasonable steps to achieve this.

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, – so that we can make some adaptations to lesson delivery to enable the child to learn more effectively. Assessments made by teachers against the Curriculum's objectives allow us to consider each child's attainment and progress in relation to the standards expected. This helps ensure that our adaptive teaching is matched to the child's needs.

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, for example, a visit to an archaeological dig, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment for learning

Children demonstrate their ability in history in a variety of different ways. Younger children might, for example, act out a famous historical event, whilst older pupils may produce a presentation based on their investigations. Teachers will assess children's work during lessons and/or on completion of a piece of work. The teacher uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older

children are encouraged to make judgements about how they can improve their own work.

A simple tracker is used to summarise children's attainment at the end of each term. This information is shared with parents in the child's end of year school report.

9 Resources

New artefacts may be purchased each year, subject to budget constraints, to ensure that there are sufficient resources for all history teaching units in the school, including artefacts. A resource library is used to loan resources where the school doesn't have them. The library contains a good supply of topic books to support children's individual research. However, we constantly review our resources to ensure that they remain appropriate and relevant to the children's learning.

10 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 subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The subject leader has allocated time, during our curriculum review and evaluation plan, in which to fulfil this role by reviewing samples of children's work and informally discussing topics with the class teacher. This review also involves a discussion of the findings with a link governor.

11 Training and Support

The school takes out annual membership with the Historical Association to support the work of the subject leader. During 2022/23, all staff worked alongside a history consultant to further improve planning and resourcing of the units they are required to teach.