



History Policy at Broad Heath Primary School

1. Aims and objectives

1.1 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.

1.2 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.
- 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.

2. Teaching and learning style

2.1 We use a variety of teaching and learning styles in History lessons. We believe in combining adult led teaching with children raising their own questions and taking part in enquiry-based research activities and independent tasks. We encourage children to ask and answer historical questions. We offer them the opportunity to use a variety of data such as dates, artefacts, pictures, and enable them to use IT in history lessons to enhance learning. Children take part in

role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem solving activities.

2.2 We recognise the fact that children have different historical abilities and provide suitable learning opportunities for them 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 of increasing difficulty, some children not completing all tasks;
- Grouping children by ability in the room and setting different tasks to each ability groups;
- Providing resources of different complexity according to the ability of the child;
- Using Learning Support Assistants to support the work of individual children or groups of children;

3. History curriculum planning

3.1 We use the National Curriculum for History as the basis for our curriculum planning. We make use of the local environment when children learn about the history or our city.

3.2 When possible, we combine the historical study with work in other subject areas. Children are encouraged to carry out historical studies independently.

4 Foundation Stage

4.1 We teach aspects of History in the Reception class as an integral part of the topic work covered during the year. The provision in the Foundation Stage is linked to EYFS, especially the area covering Understanding of the world.

5 The contribution of History to teaching in other curriculum areas

5.1 English:

History makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. Where possible, we link Literacy and History units, to enable History to provide the stimulus for writing. This also allows children to embed their Literacy skills, as well as apply a wide range of historical knowledge.

5.2 Mathematics:

History in our school contributes to the teaching of mathematics in a variety of ways. Children use knowledge of place value, time and ordering to support their chronology skills.

5.3 Computing

- Children use ICT in History to enhance their skills in data handling and in presenting written work to a wider audience. They research information through the Internet. Educational software is used to support the learning e.g. Interactive white boards, blogs on the school website and Prezi on iPads.
- Children also have the opportunity to use the digital camera/iPads to record and use photographic images. Video cameras/iPads are used to support work e.g. role play interpretations.

5.4 PSHE, Citizenship and British Values:

· History contributes significantly to the teaching of personal, social and health education and citizenship. Children study how life has changed over time. They make comparisons between then and now and make suggestions of reasons for changes. Thus History in our school promotes the concept of positive citizenship, and links well to British values.

5.5 Spiritual, moral, social and cultural development:

· We offer children in our school many opportunities to examine the fundamental questions in life through the medium of History. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping and acquire a positive attitude towards others. We help contribute to children's social development by teaching them about society, and how it works to resolve difficult issues of economic development. History contributes to the children's appreciation of what is right and wrong by raising many moral questions throughout the schemes of work.

6 Teaching History to children with special needs

6.1 At Broad Heath School we teach History to all children, whatever their ability. History learning is personalised for these children. History forms part of the school curriculum policy to provide a broad and balanced education to all children.

6.2 Assessment

Teachers use assessment to identify barriers to History learning, and indicate where progress has been made on the Cornerstones assessment programme.

7. Assessment, recording and reporting

7.1 The assessment, recording and reporting is based around the following:

- a) At the beginning of a History unit, children are given learning journeys with key learning objectives in line with national expectations. Children use these to self-assess their learning weekly.
- b) Children are identified as emerging, expected or greater depth within their history topics each term. This is recorded the Cornerstones assessment programme, which allows Coordinators to access termly.
- c) This assessment information is used to assist teachers to plan their work with the class and prepare their reports to parents.
- d) Reports to parents contain comments about individual pupil's progress in the key elements of the subject together with suggestions about appropriate strategies for improvement,
- e) The co-ordinator collects examples of students' work that illustrates pupils' performance in each of the key assessment tasks.

8. Parental and community involvement and liaison with other schools

Parents will be given opportunities to support and be involved in pupils' learning in history. Pupils will be encouraged to develop and extend their studies at home, and to become aware of the value and potential of the subject in a range of different contexts. Children will be given history related challenges and discussions on the school website which they will be expected to view and respond to at home.

9. The management, co-ordination and planning of the subject, including approaches to staff development, monitoring, evaluation and review

9.1 The role of the subject co-ordinators:

The history co-ordinators will be responsible for:

- i) Producing an agreed History policy and key stage plans which are compatible with the school's overall curricular aims and which meet the statutory requirements
- ii) Providing advice to teachers on appropriate resources, teaching strategies and approaches to assessment
- iii) Developing an overview of the History curriculum in the school to ensure that pupils experience a sufficient variety of key entitlement experiences and that the subject policy is put into practice
- iv) Co-ordinating the purchase, organisation and storage of appropriate History resources;
- v) Collecting a portfolio of pupils' work and teacher assessment in the subject to ensure consistency of standards and monitoring approaches to assessment to ensure that there are a sufficient variety of tasks
- vi) Assisting with the regular evaluation and monitoring of the quality of provision in the subject, participating in the identification of agreed development tasks each year and reviewing the History policy and key stage plans as appropriate;
- vii) Keeping abreast of recent developments in the subject, attending relevant in-service courses and participating in the planning and delivery of school based INSET and discussions.

8 Resources

8.1 We have sufficient resources in our school to be able to teach all the History units. We also have a range of educational software, historical artefacts, text books, ipads etc. In the library we have a good supply of History topic books to support the children's individual research. A yearly budget ensures resources are up to date.

9 Monitoring and review

9.1 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 responsible for supporting colleagues in the subject and for providing a strategic lead and direction for the subject in the school. The History subject leader gives the head teacher a termly report to evaluate the strengths and weaknesses of the subject. We allocate a special time to review children's work and for visiting classes to observe teaching in the subject.

11. Health and Safety

Teachers and support staff are responsible for ensuring that curriculum activities in this subject area are safe. Therefore it is important that they identify any hazards and assess the risks in the learning environment, whether in school or in the local environment whilst out of school. Staff members should ensure that children are taught to handle any equipment, tools, resources, and artefacts in the appropriate and safe manner. Risk assessments are carried out before visits.