

Blofield Primary School

History Policy

Reviewed by: Kathryn Norwood

Approved by Governors:

Review: Autumn 2024

Blofield Primary School History Policy

At Blofield Primary School we believe that, through the study of history, children make sense of their world and enrich their understanding of it. We aim to ensure that children have a good understanding of chronology and that they are taught to question their understanding of the past and to know how this has influenced present and future times. History where possible will be taught through the use of visitors, brilliant artefacts and exciting trips. We use methods such as historical enquiry, problem solving, investigation and interpreting skills to think critically, debate opinion and develop their own perspective. This policy sets out the framework in which the history curriculum

will be taught. Through this curriculum, our pupils will make sense of the past and what lessons can be learned for the future.

Roles and Responsibilities

The History Curriculum Leader is responsible for:

- Developing, resourcing and reviewing the school's History Policy.
- Monitoring teaching programmes.
- Keeping staff informed of visits, artefacts and courses.
- Monitoring the assessment of children's work.
- Keeping up-to-date with current affairs and best practice regarding history.
- Providing guidance and curriculum changes to staff as part of their ongoing professional development.
- Celebrating and promoting the history curriculum and the work of pupils' throughout the school.

History teaching staff will be responsible for:

- Developing schemes of work and lesson plans in line with the school's History Policy and the objectives of the history curriculum.
- Facilitating the teaching of their history curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording pupils' progress and keeping the History Curriculum Leader apprised of this.
- Providing feedback to parents and carers on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days organised by the school.
- Keeping apprised on current affairs and best practice on their history curriculum, and applying this to their schemes of work.

Curriculum

The subject matter covered in history reflects the requirements of the National Curriculum, which came into effect on 1 September 2014. The history programme will be delivered by all class teachers in a range of teaching and learning situations with respect to the needs of individual pupils.

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', 'parliament' and 'peasantry'.
- 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.

Teaching and Learning

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.

Special focus will be paid to the teaching of the skills inherent in the entire history curriculum. These skills include:

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

Early Years Provision

The Early Years Policy details the historical aspects of children's work in the Early Learning Goals which underpin the curriculum planning for children aged three to five. We teach history in the reception class as an integral part of the topic work covered during the year. History makes a significant contribution to the Early Learning Goal objectives of developing a child's knowledge and understanding of the world through activities such as discovering the meaning of new and old in relation to their own lives.

Key Stage One

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 Two

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.

Assessment and Monitoring

Assessment in history will be undertaken as part of a broader evaluation of pupil progress measured against P Level and National Curriculum assessment criteria. It will be documented termly on Pupil Asset.

The History Curriculum Leader 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.

This policy will be reviewed every three years, or sooner if necessary, to ensure that it complies with the latest legislation, guidance and best practice.