

Bitterne C of E Primary School



Policy for History

Headteacher
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At Bitterne CE Primary School, we believe the teaching and learning of History is essential to the development of a child's understanding of the world around them. By giving every child the opportunity to explore and research the actions of people and events in the past, they are able to develop their own ideas, beliefs and values. We will stimulate their minds and inspire every child to develop a curiosity and fascination about the world around us and its people, which will remain with them for the rest of their lives. Through high quality lessons, we will encourage children to ask questions about the world in an enquiry-based approach, leading to a high-level of achievement in History and preparing them well to contribute to the wider society in which they live.

Reviewed by	Leadership Team and Full Governing Board	Authorised by	Leadership Team
Last Review	July 2023	Subject Lead	Sam Wicheard
Next Review	July 2026	Review Cycle	Annually

Signed by

The Nature of History at Primary School.

“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.”

NC 2014 History Purpose of Study

The Nature of History at Bitterne CE Primary

At Bitterne CE Primary School, we facilitate the children’s enquiry of History through the school’s Christian values of Love, Trust and Forgiveness. We believe that History has the potential to teach the children how to be citizens of the world. Through love, the children will develop awe and wonder about the past and a fascination about how human interaction has developed over time. In trust, the children will learn about how they are now the keepers of the past. Who, in order to keep history alive, will need to continue passing on stories of the past. Through forgiveness, the children will learn about how we all have a responsibility to respect the past, even if the views differ from our own. Children will also have the opportunity to study civilisations of the past and investigate how forgiveness and peace led to growth in those civilisations. Children will begin to understand and respect how actions in the past still affect the world and society we live in now. The children will also begin to understand how we can continually learn from the past so that the society in which they live will continue to thrive.

Throughout their time at Bitterne CE Primary, all children will have the opportunity to foster their love and enjoyment of History. Trips, visits and special visitors have been carefully selected to develop experiences that the children will remember for the rest of their lives, which in turn will underpin their love of History. At Bitterne CE Primary we will encourage teachers and children to take part in marking and celebrating significant historical events throughout the year. This may be done on a school wide level through special collective worships, such as marking Armistice Day with a 2-minute silence, but can also be explored on an age appropriate level, within year groups.

The National Curriculum

“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 local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-time term timescales.”

NC 2014 Aims

The History Curriculum

The National Curriculum 2014 sets out the programmes of study for each key stage. The specified time periods may be taught at any point during the relevant key stage and the more general subject content may be taught where appropriate through the specified units.

History in Early Years:

Although history is not taught as explicit subject in in the Early Years, History can be closely linked with two Early Learning Goals: ‘*Understanding the World – People and Communities*’ and ‘*Understanding the world – The World*’. *Statutory framework for the EYFS 2017*

Children begin to develop their awareness of the past through the ‘All about me’ unit. In this unit of work, children learn more about their own lives and the lives of their families

Key Stage 1 History:

In key stage 1, the National Curriculum requires children to develop their awareness of the past, identify similarities and differences between ways of life in different periods and understand some of the ways in which we find out about the past.

- **Year 1:** Significant historical places in our locality (The history castles), Changes within living memory and the Similarities and differences between life then and now (Victorian Seaside Holidays)
- **Year 2:** Changes in living memory (Bitterne in the past: Remembrance) The lives of significant individuals (Florence Nightingale and Mary Seacole); Significant historical events in our locality (The Titanic).

Key Stage 2 History:

In key stage 2, the National Curriculum specifies areas of British, local and world history which should be studied either as overview or depth studies, and therefore specific units have been allocated to different year groups. These currently are:

- **Year 3:** Changes in Britain from the Stone Age to the Iron Age; the Roman Empire and its impact on Britain.
- **Year 4:** The achievements and the earliest civilisations, including an in-depth study of Ancient Egypt; Britain’s settlement by Anglo Saxons and their struggle with Vikings for the Kingdom of England

- **Year 5:** Ancient Greece; Our local history study Invaders and traders in Tudor times.
- **Year 6:** A non-European society that provides contrast with British history (Baghdad AD900)
A local history study (World War II).

Links across the curriculum

History should make clear links to other areas of the curriculum and teachers should reinforce their high expectations of reading, writing and maths in history lessons. Links should also be made, where appropriate, to other areas of the curriculum.

Links to Personal Development

Spiritual development: Through helping children to develop a sense of curiosity and mystery of how and why events in the past happened, raise questions and recognise their causes. A historical awareness helps children understand that individuals have had significance influence in the past and how historical knowledge is ever changing with the discovery of new evidence and interpretations of events. Bringing history alive through the use of artefacts, visits, sources and visitors allows children to become closer to the past, evokes the sense of reality and aids their understanding.

Moral development: Through helping children to reflect and comment on moral questions and dilemmas from the past. Children will be encouraged to show compassion for the problems people faced, to empathise with the decision people came to and the reasons behind these. Concepts of right and wrong can be explore in connections with events of the past, linking with the school's values of love, trust and forgiveness.

Social development: Through helping children to examine the similarities and differences between past and present societies. They will begin to understand how past societies and civilizations have impacted and built the 'modern' world. The study of past social issues is a common theme in history lessons: Year 6 focus on crime and punishment through the ages. Children's own social skills will also be promoted through working together and problem solving.

Cultural development: Through exploring different past societies, civilizations and cultures, the children can gain knowledge of these, learning tolerance and understanding of their diversity. They will begin to develop a better understating of our multicultural society through studying links between British and world history. By exploring these other cultures, we hope to show the children the impact they have had on the development of 'British' culture.

Links to English

Children should be introduced to key historical vocabulary in a progressive way across the school. The vocabulary should be modelled precisely by all staff and children should be expected to accurately use the vocabulary when speaking and in their written work.

When children are using reading skills for research, explicit links should be made to these skills.

Teachers must ensure that children are given opportunities to apply their historical knowledge and understanding to sustained pieces of writing. This could include diaries, letters, instructions, explanations or non-chronological reports. The writing should be of the same standard as the writing in English books. Please refer to the English policy for further information.

Links to maths

Children may encounter databases, data and graphs in their study of history. They should also frequently explore timelines. Please refer to the policy for maths for further information.

Links to Computing

The Internet provides a rich source of information on the periods studied and also allows children to build the understanding and empathy for different periods through games and simulations. Computing also offers the children different ways of presenting their findings from historical research.

Links to Geography

History and geography have always been closely linked. Children will encounter maps, the study of settlements and how they change in both history and geography. If children use maps in history then explicit links to geography should be made. Please refer to the policy for geography for further information.

Inclusion in History

Inclusion of SEND in History

All children should make good progress in each unit of history. This should be achieved by clear and appropriate support and challenge; the accurate use of on-going assessment; high-quality marking and feedback; and quality first teaching. Teachers should ensure that they appropriately support and challenge all pupils in lessons to ensure equal progress of all groups. Children with SEND will have lessons adapted according to the provision outlined on their Passport to Success to ensure they are able to access all lessons appropriately and make good or better progress.

For children in the Shooting Stars group, the curriculum overview provides opportunities for children to develop their knowledge of History at a level appropriate to their development. Teachers liaise with the Shooting Stars Lead to ensure learning can be reinforced back in the classroom.

Research has proven that children are stimulated by the outdoors, and typically in this environment, memories are created that build on the children's self-esteem and enthusiasm for learning. For children in the Woodlands group, the curriculum has been specially designed to teach the children about History in a different environment. Targeting statements at a Lower Key Stage 2 level, children will receive lessons that are carefully designed to build understanding in History and develop their emotional wellbeing.

Inclusion of Greater Depth in History

At Bitterne CE Primary School, we seek to challenge children who are more able and offer them inspirational opportunities to further their love and enthusiasm in History. All teachers will adapt lessons to cater for children who are more able or working at a 'Greater Depth' level. This will focus around giving children greater independence in their historical enquiries, allowing them to apply their skills and knowledge consistently, confidently and fluently, and build their key skills as historians. Furthermore, the curriculum will be adapted to allow children to further their own interests and make meaningful connections with other areas of their learning.

Planning for History:

The planning for history should follow the National Curriculum programmes of study for each key stage. The planning for history should follow the agreed format across the school, showing the 'Learning Journey' over a unit with clear expected outcomes. The planning should be progressive and ensure that children are taught skills, knowledge and understanding so that by the end of the unit good progress is evident. In planning this, teachers should refer to the 'progression of skills in history' which outlines the expected skills to be developed in each year group. Teachers should make it clear within their planning which of the five history skills is a focus within the taught unit, this will make assessment of that skill more explicit. Barriers to learning should also be identified and teachers should plan ways to overcome these. All planning should dedicate appropriate time to children working in history for a sustained period of time for both teacher structured work and independent work. Over a unit of work there should be a good variety of learning activities to interest and engage students. These could include: sequencing and sorting; drama and role play; using source materials of various types (primary and secondary) including written sources, film clips, sound clips, pictures and photographs; taking part in visits to relevant historic sites/museums, undertaking suitably challenging site-based work; posing historical questions, carrying out historical enquiries and communicating findings. The use of timelines to reinforce chronological understanding should be integrated into all unit planning. Opportunities for comparison should also be given with children making connections and drawing contrasts between the periods of time and societies they have studied.

Opportunities should be planned for children to record their findings in a variety of means. A written outcome is not expected from every history lesson as it is not always the most appropriate form of recording and writing can be a barrier to some children. If this is the case, teachers must plan how the learning will be recorded, and this could include drawings, photographs, videos or voice recordings of children.

Assessment of History

Pre and post assessments

Children should complete a pre-assessment at the beginning of every unit of history taught. This could consist of questions or picture-based tasks relating to the intended outcomes of the unit. The outcomes of the pre-assessment should be recorded and used by the teacher to inform planning and differentiation. At the end of the unit of work, the same set of tasks should be completed by children as a post assessment, and the outcomes again recorded to allow the history leader to compare and evaluate progress. The outcomes of post assessments should be used by teachers when writing reports to parents at the end of the year. The use of pre and post assessments is also important in allowing children to assess their own progress following a unit of study.

Marking and feedback

History work should always be marked in accordance with the Feedback Policy. There should be evidence of verbal feedback, self/peer marking or a tick, tip and time given for talkback activities to respond to the marking. The tip should be the next step to improve the history work and should be linked to the learning intention and success criteria. Please see the Feedback Policy for further information.

Pupil views in history

The history leader will undertake regular pupil conferencing to ask pupils about their progress, achievement and enjoyment of history. The history leader will then report to staff and governors on the children's perception of their learning in history.

Leadership of History

[Please see the Curriculum Leadership Overview for full details of the Subject Leader's role and how this relates to the wider Leadership structure].

The History subject leader should:

- Clearly communicate an ambitious vision for History, providing inclusive education to all pupils
- Complete a current subject Raising Attainment Plan (RAP) securely based on accurate evaluation of the school's strengths and areas to develop.
- Ensure full curriculum coverage in every year group. Within this, the subject lead should ensure skills progress from year group to year group and topic to topic.
- Be relentless in ensuring that the history in the school follows this policy, which will result in greater consistency in the teaching and learning for history.
- Monitor the Behaviour and Attitudes of children within history and review where provision could be adapted to encourage enjoyment and engagement within the subject.
- Undertake regular monitoring activities for history (undertake learning walks, pupil conference, data analysis, work sample, planning scrutiny etc).
- Proactively seek opportunities to develop the History curriculum within the local community of the school, including involving parents, carers and local services where relevant.

This policy will be reviewed every 2 years or sooner as appropriate.