

# Backworth Park Primary School



## History Policy

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## Statement of intent

This policy sets out the framework in which the history curriculum will be taught.

At Backworth Park Primary School, we aim to inspire pupils to develop a curiosity and fascination about the past. Through the study of local, British and world history, pupils develop a secure chronological understanding and learn to think critically, ask questions, evaluate evidence and appreciate how the past has shaped the world in which they live today.

Through this curriculum, pupils will understand the similarities and differences between societies and cultures, and the impact of changes on people and places.

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

DfE (2013) 'National curriculum in England: history programmes of study'

DfE (2015) 'The national curriculum in England: Key stages 1 and 2 framework document'

This policy operates in conjunction with the following school policies:

- Primary Curriculum Policy
- Homework Policy

## 2. Roles and responsibilities

The governing board is responsible for:

- Approving this policy.
- Liaising with the Headteacher, History Lead and teachers regarding pupil progress and attainment in history education.
- Ensuring the history curriculum is inclusive and accessible to all.

The Headteacher is responsible for:

- Ensuring the history curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the history curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Ensuring this policy is created in accordance with the Primary Curriculum Policy and Homework Policy.
- Updating and maintaining this policy.

The History Lead will be responsible for:

- Developing, resourcing and reviewing this policy.
- Planning, instigating and monitoring history teaching programmes.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Working with other staff to teach the subject content.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of pupils' work.
- Keeping up to date with developments and best practice in history education.
- Providing guidance, including INSET training to history staff, as part of their ongoing professional development.
- Monitoring the quality of teaching and learning in history and providing support and guidance where appropriate.
- Celebrating and promoting the history curriculum and the work of pupils throughout the school.

Staff teaching history will be responsible for:

- Contributing to the development of this policy and teaching programmes, with the History Lead.
- Developing schemes of work and lesson plans in line with this policy and the objectives of the history curriculum.
- Delivering the history curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording pupils' progress and keeping the History Lead apprised of this.

- Providing feedback to parents on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days organised by the History Lead.
- Keeping up to date with current developments and best practice in history education.

### 3. Teaching

The History Lead will be responsible for overseeing the planning, resourcing and monitoring of the school's history programme.

The subject matter covered in history reflects the requirements of the national curriculum.

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

- Chronological understanding.
- Asking historically valid questions.
- Interpreting and evaluating historical sources.
- Understanding cause and consequence.
- Identifying change and continuity.
- Comparing similarities and differences between periods.
- Constructing evidence-based conclusions.

The history programme will be delivered by teaching staff in a range of teaching and learning situations, taking account of 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.

KS1

Pupils will 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, used to compare aspects of life in different periods.
- Significant historical events, people and places in their own locality.

KS2

Pupils will be taught about:

- Stone Age Britain.
- Iron Age Britain.
- The Roman Empire.
- 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.
- The achievements of the earliest civilisations.
- Local history.
- An aspect of British history beyond 1066.
- Ancient Greece.
- A non-European society such as Baghdad c. AD 900.
- Another ancient civilisation.

#### 4. Cross-curricular links

Where possible, the history curriculum will provide opportunities to establish links with other curriculum areas. This includes:

##### English

- Reading historical texts.
- Writing diary entries, reports and historical narratives.

##### Art and Design

- Studying historical artefacts and artwork.

##### Computing

- Research and presentation of historical findings.

##### Geography

- Understanding how places change over time.
- Pupils' geographical knowledge is strengthened through their understanding of other countries' histories and the natural and cultural factors that shaped them.

##### RE

- Pupils' understanding of the history of religions and belief systems is developed, and how they have shaped the values underpinning modern cultures.

#### 5. Assessment

Assessment is ongoing through observation, questioning, discussion and review of recorded work. Teachers assess pupils' understanding of substantive knowledge and disciplinary skills against the school's progression framework.

The History Lead will ensure that assessment:

- Is embedded as an essential part of teaching and learning.
- Involves sharing learning objectives and success criteria with pupils.
- Helps pupils understand the standards they are working towards.
- Involves pupils in peer and self-assessment.
- Providing subject-specific feedback that helps pupils recognise their next steps and understand how to achieve them.
- Involves both teacher and pupils reviewing and reflecting on assessment data.

## 6. Equal opportunities

All pupils will be given equal access to the entire history curriculum, including educational visits.

Where required, pupils with SEND will be provided with additional support in order to fully engage with the history curriculum.

Lessons will be adapted to meet all pupils' needs where appropriate, including being considerate of any pupil's protected characteristics, and alternative arrangements involving extra support will be provided where necessary.

The school aims to provide more academically able pupils with the opportunity to extend their historical studies through extension activities such as problem solving, investigative work and research.

## 7. Monitoring and review

The History Leader monitors the quality of teaching and learning through lesson visits, pupil discussions, book scrutiny, planning reviews and analysis of assessment information.

This policy will be reviewed by the Headteacher and History Leader on an annual basis. Any changes to this policy will be communicated to all staff and other relevant parties.