

Buckshaw Primary School



History Policy
September 2021

*At Buckshaw we aim to prepare our children for their future
by raising aspirations and developing resilience within a
happy, safe and caring environment*

At Buckshaw Primary School we are committed to providing all children with learning opportunities to engage in history. History is the process by which we describe and understand the past. It allows children to learn more about themselves as individuals and members of society. History provides a chronological framework for children's knowledge of the past and explores the influence of past events on the present. The subject gives us a sense of identity, set within our social, political, cultural and economic relationships.

Aims and Objectives.

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.

The aims of history at Buckshaw Primary School are:

- To cover the aims and requirements of The National Curriculum programmes of study.
- To help children at Buckshaw Primary School develop a sense of identity through learning about the past of Britain, Europe and the world.
- To develop children's respect for evidence and their ability to interpret and be critical of that evidence.
- To encourage children's curiosity and interest in the past.
- To promote moral, social and cultural development by encouraging respect and tolerance of other people and cultures.

- To provide interesting and stimulating lessons which allow children to develop their historical skills, and to have an input into the planning of the topic.
- To provide situations which will promote discussion, questions and opportunities for communication.
- To enable children to become confident, resourceful, enquiring and independent learners.

Organisation

KS1 and KS2 children have a lesson of History per week, in order to ensure progression and skills development. The lesson should be at least 1 hour in duration.

The Curriculum

The National Curriculum sets the requirements for teaching History throughout the school. Each year group ensures that these requirements are fulfilled within their curriculum planning for each topic. This planning establishes continuity and progression for children of all abilities. The children input into the planning through the use of discussion, and starting each new topic with a KWL grid. They will further suggest activities they would like to explore and ask questions about the topic they are to study.

Early Years Foundation Stage

At Buckshaw Primary School we teach history in Nursery and Reception as an integral part of the learning covered during the Key Stage, within the seven areas of learning and development, particularly Understanding of the World. The children are encouraged to learn about the world around them. They find out about the past through talking to parents, grandparents and friends and they develop an interest in their own story as well as the stories in their family.

Key Stage 1

In line with the National Curriculum children at Buckshaw Primary School are encouraged to develop an awareness of the past, using common words and phrases relating to the passing of time. They use a wide vocabulary of everyday historical terms, and identify similarities and differences between ways of life in different periods. The pupils ask and answer questions and understand some of the ways in which we find out about the past and identify different ways in which it is represented. The planning through the individual

topics often introduces pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee].
- Significant historical events, people and places in their own locality.

Key Stage 2

Children in Key Stage 2 continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They develop the appropriate use of historical terms connections and identify contrasts and trends over time. The children are able to address and devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information, from a wide variety of sources. The children in Upper Key Stage 2 are prepared for their transition to Key Stage 3 with in-depth studies, to help them understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught 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 civilizations – an overview of where and when the first civilizations 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.

Resources

Resources are kept centrally, in the humanities cupboard, in topic boxes and files. It is the responsibility of the teachers to ensure resources are returned to the central store and to advise the subject leader of any damages and shortfalls. Materials for history are purchased or replaced as the budget constraints allow.

Inclusion

At Buckshaw Primary School children, irrespective of ability, gender, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while in our school. Children with special educational needs will have access to the full history curriculum. If children need additional support on educational visits or when accessing fieldwork, provisions will be given to these children enabling them to take a full and active role.

Assessment, Recording and Reporting

It is the responsibility of the class teacher, Subject Leader and the Senior Leadership Team to monitor progression and continuity. The History subject leader is responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The history subject leader evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Monitoring

Monitoring is carried out by the subject leader in the following ways:

- Informal discussion with staff and pupils
- Work sampling
- Classroom observation
- Book scrutiny

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#) for History, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Jeanette Robinson (History Subject Leader)

Review September 2022