



History Policy.

This policy is for Barleyhurst Park School and Barleyhurst Park Nursery.

Agreed by Governors: 15.06.2023

To be reviewed: Summer 2025

Aims and Objectives

The aim of history teaching at Barleyhurst Park Primary School is to stimulate pupil's interest and understanding about the life of people who lived in the past. We teach pupils a sense of chronology, and through this they begin to develop a sense of identity and a cultural understanding based on their historical heritage. In this way, pupils learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are able to make their own life choices. We teach pupils to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

The aims of history in our school are:

- To enable pupils to 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.
- To enable pupils to 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.
- To allow pupils to gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- To develop pupils understanding of 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.
- To allow pupils 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.
- To enable pupils to 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.

Teaching and Learning Style

History teaching focuses on enabling pupils to think as historians. We place emphasis on examining historical artefacts and primary sources. We give pupils the opportunity to visit sites of historical significance and encourage visitors to come into the school to talk about their experiences of events from the past. We recognise and value the importance of stories that can be interpreted in different ways and that the pupils should always ask searching questions, such as 'how do we know?' for the information they are given.



We recognise that in all classes there are pupils of widely-different abilities in history and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Grouping pupils by ability and setting differentiated tasks to enable progression for all pupils.
- Providing opportunities for pupils to work in mixed ability groups, where appropriate, to aid each other and encourage discussion.
- Providing resources of different complexity according to the ability of the pupils.
- Using classroom assistants to support the work of individual pupils or groups of pupils.

History Curriculum Planning

At Barleyhurst Park Primary School we use the National Curriculum as a basis for our curriculum planning. We build on this by creating exciting topic units which incorporate our school aims and objectives. We ensure that there are opportunities for pupils of all abilities to develop their skills and knowledge of history through carefully planned lessons.

Our curriculum planning is in two phases (long-term and medium term). Our long-term plan maps the history topics over a year, for each term and each key stage. The History Subject Leader develops this with each year group teacher and the Curriculum Maestro tool. We combine the historical study with work in other subject areas and adopt a thematic approach.

Curriculum Maestro then allows each teacher to create a medium-term plan for each term, which lists specific learning objectives and key questions for learning. From Curriculum Maestro, we can access specific lesson plans. The class teacher can access these individual plans at any time by logging on to the Curriculum Maestro website. Teachers can also discuss all planning with the History Subject Leader on an informal basis.

We plan history lessons so that pupils build on prior learning. Pupils of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up through the school.

Foundation Stage

We teach history in the Foundation Stage as an integral part of the topic work covered during the year. We relate the historical emphasis of the pupil's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for pupils aged three to five. History makes a considerable contribution to the ELG objectives of developing a pupil's knowledge and understanding of the world. Through carefully planned activities, pupils are able to discover the meaning of new and old in relation to their own lives.

The Contribution of History to Teaching in other Curriculum Areas

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. We ensure that some texts we use in English are historical in nature. Pupils develop their oral skills through the discussion of historical questions and presentations of important historical events from around the world. Pupils also develop their writing ability by composing stories, reports and letters inspired by the people, events and places of our past.



Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Pupils develop an increasing sense of chronology through completing activities such as time-lines. Pupils learn to interpret information presented in geographical or diagrammatic form.

Computing

We use computing in our history lessons where appropriate and as a way to enhance learning. Data handling and presentation tasks develop pupil's computing skills and ensure history is taught in a variety of ways. Pupils are given opportunities to research information using the internet and other computing programmes. They also use digital cameras to record and share photographic images of historical interest.

Personal, Social and Health Education (PSHE) and Citizenship

History contributes significantly to the teaching of personal, social and health education and citizenship. Pupils develop self-confidence by having opportunities to talk about events and social issues from our past. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. Pupils also learn how society is made up of people from different cultures and start to develop tolerance and respect for others. We use links in our 'Learning and Life Skills' sessions to support these key lessons from our history.

Spiritual, Moral, Social and Cultural Development

When teaching history, we contribute to the pupil's spiritual development through the discussion of key events and people that have impacted on society. We also provide pupils with the opportunity to discuss moral questions, what is right and what is wrong, and the beliefs of people from the past. Pupils learn about the role of the church in historical times and find out how British society has changed over time. We enable pupils to recognise that Britain's cultural heritage can be further enriched by the multi-cultural British society of today.

Teaching History to Pupils with Special Needs or English as an Additional Language

We teach history to pupils of all abilities. History forms part of the school curriculum policy to provide a broad and balanced education for all pupils. Through our history teaching, we provide learning opportunities that match the needs of every student and ensure progression can be made. Our work in history also takes into account the targets set in pupil's Individual Education Plans (IEP's).

Assessment and Recording

At the end of each topic, teachers assess the pupils based on the learning objectives covered. They update the Curriculum Maestro assessment tool, which allows the History Subject Leader to monitor progression across the year groups. Judgements of the work of each pupil in relation to the National Curriculum levels of attainment are reported to parents at the end of each school year in an annual report.



Resources

Suitable resources for both key stages are stored with the relevant topic boxes for each year group. Reference books are available from the library and computing software is also available to support individual pupil's research.

Monitoring and Review

Monitoring and evaluation of the standard of pupil's work and of the quality of teaching in history is the responsibility of the History Subject Leader. The work of the History Subject Leader also involves supporting colleagues in the teaching of history, being informed about the current developments in the subject, and providing a strategic lead and direction for the subject in the school. A topic book scrutiny is undertaken by the History Subject Leader each term to monitor and review the level of history work completed by each year group. Pupil interviews are also held once a year to discuss what the children think of their geography lessons. This allows for pupil voice to be used and supported in the subject.