

**Broadbent Fold Primary School
and Nursery**

History Policy



October 2023

In line with the Equalities Act (2010) we aim to ensure that any child, irrespective of protected characteristics (These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.) is treated fairly and with respect. The law states that the public sector equality duty includes a general duty to, "Foster good relations between people who share a protected characteristic and those who do not." This policy can be adapted to suit individual needs.

Aims and objectives

The teaching and learning of History at Broadbent Fold aims to provide opportunities to understand, appreciate and enjoy the multi-cultural world in which we live as well as celebrating its rich diversity. We aim to develop children's ability to chronicle, investigate and explain the past thereby understanding our world as it is.

Teaching and learning in History will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It will 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 also helps pupils to understand the complexity of people's lives, process of change, diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The key aims of history in our school are:

- To foster an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer and to pose questions.
- To teach children about significant events in British History and to appreciate how things have changed over time.
- To develop a sense of chronology.
- To know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education.
- To understand how Britain is part of a wider European culture and to study some aspects of European History.
- To have some knowledge and understanding of historical development in the wider world.
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage.
- To develop their skills of enquiry, investigation, analysis, evaluation and presentation.

Teaching and Learning Style

History teaching focuses on enabling children to think as historians. At Broadbent Fold, we place an emphasis on creative teaching and take pride in engaging children through the use of historical artefacts, educational visitors and visit museums and sites of historical significance when appropriate. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We use Drama and Dance to act out historical events. We focus on helping children to understand that historical events can be interpreted in different ways and encourage the children to ask 'searching' questions.

We recognise the fact that there are children of different abilities and we provide suitable learning opportunities for all children by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of varying difficulty, enabling all children to work to their full potential.
- Showing or allowing them to use independent resources from the internet or videos.
- Providing a range of challenges using different resources.

History Curriculum Planning

We use the National Curriculum scheme of work for History as the basis of our curriculum planning and have related this to the local context. Our curriculum planning is in three phases; long-term, medium-term and short-term. Within this planning, the teaching of History is identified through topic to ensure we make the most of creative and cross-curricular opportunities. History skills are taught in conjunction with core subjects to ensure children make connections in their learning (the subject leader works in conjunction with class teachers to ensure teaching builds upon prior learning and that key stage curriculum requirements are met). The Key Knowledge for Key Stage 1 has been blocked into 4 main units:

- Within Living Memory,
- Beyond Living Memory,
- Lives of Significant People and
- Local History.

The Key Knowledge for Key Stage 2 has been blocked into 6 main units:

- Chronology: Changes in Britain between the beginning of the Stone Age to 1066, to include: The Stone, Bronze and Iron ages, The Roman occupation, Anglo-Saxons and Vikings;
- Beyond 1066,
- Ancients Greeks,
- Ancient Egyptians,
- Non-European Civilization from 1000 years ago and
- Local History.

Children of all abilities have the opportunity to develop their skills, knowledge and understanding in each unit with increasing challenge as they move through the school. School regularly reviews planning to ascertain the standard of history being taught.

Early Years Foundation Stage (EYFS)

History is taught in Nursery and Reception classes as an integral part of the topic work during the year which relate to the objectives set out in the Early Learning Goals. History makes a significant contribution to the ELG objectives of Developing a Child’s Understanding of the World through activities such as exploring historical artefacts, looking at and discussing pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. Historical vocabulary is also introduced and developed to enable children to discuss their ideas fully.

Key Stage 1

In Key Stage 1, pupils learn about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They learn where the people and events they study fit within a chronological framework. They listen, and respond to stories and use sources of information to help them ask and answer questions. They develop their understanding of how the past is different from the present.

| Identifying key knowledge and skills in Key Stage 1 | | | |
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| <ul style="list-style-type: none"> The national curriculum subject content requirements are presented in Key Stages. The history national curriculum also has a key list of aims that must be considered when planning a history curriculum. The key knowledge outlined here are therefore presented in national curriculum themes enabling staff to make choices as to when they are taught, so that knowledge and skills build on what has been taught before. However, there will some recommendations made. For example, it would seem sensible, but not compulsory, to teach the 'within living memory' unit in Year 1 and the 'beyond living memory' unit in Year 2. | | | |
| <ul style="list-style-type: none"> The history knowledge learning in Key Stage 1 can be blocked into four main units: | | | |
| Within living memory | Beyond living memory | Lives of significant people | Local history |
| <i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life [Recommend Year 1]</i> | <i>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] [Recommend Year 2]</i> | <i>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</i> | <i>significant historical events, people and places in their own locality</i> |
| <ul style="list-style-type: none"> Know that the toys their grandparents played with were different to their own Organise a number of artefacts by age Know what a number of older objects were used for Know the main differences between their school days and that of their grandparents | <ul style="list-style-type: none"> Know about an event or events that happened long ago, even before their grandparents were born Know what we use today instead of a number of older given artefacts Know that children's lives today are different to those of children a long time ago | <ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous Know about a famous person from outside the UK and explain why they are famous | <ul style="list-style-type: none"> Know the name of a famous person, or a famous place, close to where they live Know how the local area is different to the way it used to be a long time ago Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.) |

Key Stage 2

In Key Stage 2, pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways. The children will learn how history has impacted on their lives today.

The children will have opportunities to visit historical places to bring the subject to life.

| Identifying key knowledge and skills in Key Stage 2 | | | |
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| <ul style="list-style-type: none"> Just as in Key Stage 1, the national curriculum requirements for Years 3 to 6 are presented as one Key Stage. The key knowledge outlined here are therefore presented in national curriculum themes enabling leaders to make choices as to when they are taught. However, there will be some recommendations made. Chronologically, school may choose to focus on the Stone Age in Year 3, the Romans in 4, the Anglo-Saxons and Vikings in Year 5 and a beyond 1066 unit in Year 6 | | | |
| <ul style="list-style-type: none"> The history knowledge learning in Key Stage 2 can be blocked into six main units: | | | |
| Chronology | | | |
| <p><i>Changes in Britain between the beginning of the Stone Age to 1066, to include:</i></p> <ul style="list-style-type: none"> ☐ <i>The Stone, Bronze and Iron ages</i> <ul style="list-style-type: none"> ☐ <i>The Roman occupation</i> ☐ <i>Anglo-Saxons and Vikings</i> | | | |
| Stone Age | Romans | Anglo-Saxons | Vikings |
| <ul style="list-style-type: none"> Know how Britain changed between the beginning of the Stone Age and the Iron Age Know the main differences between the Stone, Bronze and Iron ages Know what is meant by 'hunter-gatherers' | <ul style="list-style-type: none"> Know how Britain changed from the iron age to the end of the Roman occupation Know how the Roman occupation of Britain helped to advance British society Know how there was resistance to the Roman occupation and know about Boudica Know about at least one famous Roman emperor, e.g. Claudius, Hadrian, Septimius Severus | <ul style="list-style-type: none"> Know how Britain changed between the end of the Roman occupation and 1066 Know how the Anglo-Saxons attempted to bring about law and order into the country Know that during the Anglo-Saxon period Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today Use a time line to show when the Anglo-Saxons were in England | <ul style="list-style-type: none"> Know where the Vikings originated from and show this on a map Know that the Vikings and Anglo-Saxons were often in conflict Know why the Vikings frequently won battles with the Anglo-Saxons |

| Identifying Key knowledge and Skills in Key Stage 2 | | |
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| Beyond 1066 | Ancient Greeks | Ancient Ancients |
| <i>An aspect of theme that takes pupils beyond 1066</i> | <i>Greek life and influence on the Western world</i> | <i>An overview each of and then choose one to look at in depth:</i> <ul style="list-style-type: none"> • Ancient Egypt • Ancient Sumer • Indus Valley • Shang Dynasty |
| <ul style="list-style-type: none"> • Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history • Know how to place historical events and people from the past societies and periods in a chronological framework • Know how Britain has had a major influence on the world | <ul style="list-style-type: none"> • Know some of the main characteristics of the Athenians and the Spartans • Know about and talk about the struggle between the Athenians and the Spartans • Know about the influence the gods had on Ancient Greece • Know about the link between the Ancient Greeks and the modern Olympics • Know at least five sports from the Ancient Greek Olympics | <ul style="list-style-type: none"> • Know that there were some advanced civilizations in the world 3000 years ago and know that Britain was not one of them • Know about, and name, some of the advanced societies that were in the world around 3000 years ago • Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty |
| Non-European civilizations from 1000 years ago | | Local history |
| <i>A study of a non-European civilization from around 900AD, Choose one of:</i> <ul style="list-style-type: none"> • Mayans • Islamic Civilizations (including Baghdad) • Benin Civilization | | <i>A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066</i> |
| <ul style="list-style-type: none"> • Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin civilization • Know why they were considered an advanced society in relation to that period of time in Europe | | <ul style="list-style-type: none"> • Know about a period of history that has strong connections to their locality and understand the issues associated with the period • Know how the lives of wealthy people were different from the lives of poorer people during this time |

Teaching History to Children with SEN

Broadbent Fold Primary School and Nursery aims to meet the needs of all, taking into account gender, ethnicity, culture, religion, language, disability, age and social circumstances. The provision for children with special needs is detailed in the SEND policy. SEN children will have access to the full range of activities involved in learning about history and may be supported by additional adults. We have high expectations of all children and strongly believe that all children are able to achieve.

Cross Curricular Links

History contributes significantly to the teaching of English in our school by actively promoting the skills of Reading, Writing, Speaking and Listening. Some of the texts we use in English are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames. Children develop their reading skills and expand their vocabulary by reading texts about historical events or conducting a research.

History teaching contributes to the teaching of Mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such

as time-lines. Children learn to interpret information presented in graphical or statistical form.

Children use ICT in History to enhance their skills in data handling, presenting written work, and researching information using the internet.

History contributes significantly to the teaching of Personal, Social and Health Education as well as Citizenship as well as the promotion of fundamental British values. Children develop self-confidence by having opportunities to explain their views on a number of social questions.

They learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Assessment and Recording

At Broadbent Fold Primary School and Nursery, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is ongoing to ensure that understanding is being achieved and progress is being made. Teachers assess children's work in History as they observe them working during lessons. Feedback is given to the children as soon as possible, and marking work will be guided by the school's marking policy. Pupils are encouraged to improve their own learning performance through the school marking policy. Teachers record the progress that children make by assessing the children's work against the learning targets from the National Curriculum. This allows the teacher to make termly assessments to track attainment and progress for each child. It also ensures teachers are aware of the next steps in the children's learning.

Resources

There are a range of age appropriate resources to support the teaching and learning of History. We have a wide range of text books and access to technology including iPads, laptops and computers, which are used to access the internet during History lessons. Visits are planned to enhance learning including hands on activities. People with an interest, or expertise, in a particular topic or area of History could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Monitoring and Review

The History subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in History. The History subject leader is also responsible for supporting colleagues in the teaching of History, informing them of current developments in the subject and providing a strategic lead and direction for the subject in the school. Our History curriculum is reviewed termly on a whole school basis including, moderation of pupil's work.