

Curriculum Policy Document

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Rationale

The aim of history teaching at Bramhope is to engage and stimulate the children's interest and understanding about the life of people who lived in the past, both in Britain and in the wider world.

We teach children a sense of chronology, and through this they develop an understanding of the growth of multicultural Britain. We tailor our history curriculum to our children's needs and interests, drawing links between their own experiences and those of people in the past. We consider the history of Bramhope and utilise community links, thus our children learn to understand and appreciate their own place in society and those of people who live in their community.

At our school, we provide many enrichment opportunities to support the teaching of history including external visits to enhance the teaching of a particular subject or receiving visitors into school to deliver interactive workshops. At Bramhope, we believe that providing opportunities for our children to learn beyond the classroom environment is an important way to enrich not only our children's history curriculum but also school life.

We teach children how to investigate past events and, by doing so, develop the skills of enquiry, analysis, interpretation and problem-solving.

Organisation of Content

At Bramhope, the teaching of history follows the National Curriculum programme of study but is tailored to reflect the interests of our children. Due to mixed year classes, knowledge is not sequenced from one year group to the next but is taught on a two year rolling programme in Key Stage 1, and a four year rolling programme in Key Stage 2. This ensures that all children have covered the required content by the end of Year 6. In Key Stage 2, children are asked to vote on their favourite history topics they have covered. This allows the subject co-ordinator to ensure that the topics are of interest to the children at Bramhope and they have some ownership over their curriculum.

Teachers are required to have excellent subject knowledge and the sharing of planning responsibilities enables teachers to develop this. The better teachers know the subjects, the better they are able to explain the concepts to the pupils. The long-term history plan establishes the direction of the learning but is flexible about how much time a topic might take; for example some topics may be covered over a half term period, others (such as World War Two) are studied for a full term. It is important to note that whilst developing chronological understanding is a key part of the teaching of history, the subject does not need to be taught chronologically in order for this to happen.

Assessment of content

Assessment of history through all key stages is underpinned through AFL strategies primarily: observation, questioning, marking and feedback. This information is then used to inform future planning which is continuously adapted to meet the needs of the whole class. At the end of a unit of work, the children complete an assessed piece of work (where appropriate) which showcases the selected skills and knowledge acquired.

The assessment of history changes in Key Stage 2 to become more focussed on three key areas of the curriculum: Knowledge, Chronological Understanding and Historical Enquiry. It is not intended that all three areas are assessed at any one time to avoid overload. The area which is deemed to be the most appropriate for that topic is chosen by the subject leader and by mapping out coverage using the medium term plan, the subject leader ensures that all skills are being assessed in equal measure. This in turn helps to inform teacher assessment of a child's progress in the subject of history. An annual assessment of progress is included in the child's report to parents at the end of the school year.

Accountability

The subject leader conducts regular learning walks throughout the school. The learning walks cover displays which should include a mix of key facts and vocabulary for that topic and also a sample of the children's work so that children are motivated. Pupil questionnaires and interviews in small groups are conducted to gauge the interest levels of children on the topics they have studied and to allow them to showcase their knowledge. Furthermore, a sample of children are monitored throughout their time at Bramhope to help the subject leader track the progression of historical skills throughout the key stages. This monitoring will also be used to inform the development of the long-term plan if the monitoring shows gaps in either coverage or skills progression.

Teaching strategies employed

History is taught using whole-class teaching methods, enquiry based group work, individual or paired work subject to the nature of the tasks. The teaching of history at Bramhope Primary School is underpinned by strong subject knowledge of the teaching staff. The subject leader is a member of the Historical Association and thus has access to up to date, quality resources to ensure that teachers' planning is well supported. Whilst planning is collaborative and flexible,

teachers adapt history lessons to suit the ability and needs of their individual class. Throughout the lessons, teachers use effective questioning as a means of being able to assess understanding and stretch more able pupils to deepen their knowledge. Pupils are provided with the time to practise and embed their newly acquired skills. The effective teaching of history requires that children are provided with a wide range of primary (where available) or quality secondary resources to allow for the development of skills such as interpretation and enquiry.

Enrichment opportunities are provided by using outside experts to deliver workshops within school or for external visits, for example: in KS1 the children enjoy visits to Skipton Castle and Abbey House Museum. In KS2, workshops are delivered to support the teaching of the Ancient Greeks, Ancient Egyptians and The Romans and external visits are organised to Murton Park and Armley Mills. During these visits, the children get to immerse themselves in the life of a Viking or Anglo Saxon, and what it was like to be an evacuee really bringing the subject to life.

Furthermore, we invite members of the local community into school to talk to us about their experiences of the past with respect to the local area. Remembrance of the Great War and World War 2 have great local significance to the area of Bramhope, therefore as a school we take part in an annual service of Remembrance in the school grounds on the Friday before Remembrance Sunday and a selected group of children, along with the head teacher, lay a wreath at the local War memorial.

Provision for all children

Teachers ensure there are suitable learning opportunities and challenge within the planning and teaching of history to match the ability of each pupil. Examples of this are:

- opportunities to explore open-ended tasks which can have a variety of responses;
- providing resources of different complexity according to the ability of the pupil;
- classroom assistants are used to support the work of individual pupils or groups of pupils where that resource is available;
- additional teacher input to some pupils when needed;
- challenge activities should be worked into the planning to provide stretch and challenge for pupils working at greater depth.

Inclusion

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations

Each child is valued as an individual and the challenge of the tasks are adapted to match the ability of the child. Additional resources are provided which match the ability of the child and

support their learning. Where external visits take place, full risk assessments and adaptations are made in order to ensure that all children are fully supported and can take part.

Health and Safety

Risk assessments (including pre-visits) are carried out prior to any visits which take place outside of the school grounds and logged with Evolve in accordance with Leeds City Council policy. We adhere to the agreed ratios in terms of adults/pupils.

In terms of external visitors delivering workshops within school, we use reputable companies with available references and ensure that all staff are DBS checked.