



History Policy for Blackwell Primary School

At Blackwell Primary School we are committed to providing all children with learning opportunities to engage in history. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

History is about real people who lived, and real events from the past that affect the world we live in today. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world, and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present; explore what past societies were like; how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values and equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

We are committed to enhancing and enriching every child's learning, incorporating history into our curriculum in a fun and interesting way

THE AIMS OF TEACHING HISTORY IN OUR SCHOOL :

- to enable children to know about significant events in British history and to appreciate how things have changed over time.
- 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 in children the skills of enquiry, investigation, analysis, evaluation and presentation.
- To instill in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

TEACHING AND LEARNING

History is taught as part of broad topics of work, which have been developed by teachers' planning as part of an ambitious and creative curriculum that make strong curriculum links. We continue to develop history within the curriculum by identifying opportunities, within cross-curricular themes, to develop the key skills of the history national curriculum as well as in discrete or individual sessions. This will enable teachers to employ powerful and creative teaching approaches tailored to meet the needs of their groups, motivating children so that learning is enriched through interesting topics.

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources - where possible, children are given the opportunity to visit sites of historical significance and make connections between history in the locality and the wider world. We encourage visitors to come into the school and talk about their experiences of events in the past, as we recognise and value the importance of these opportunities as a vital connection and way of stimulating interest in the past. Our focus is to help children understand that historical events can be interpreted in different ways, and therefore they are encouraged to ask both inquisitive and investigative questions.

The progression of history skills and curriculum content for EYFS, KS1, LKS2 and UKS2 is set out in the Blackwell History curriculum map.

ASSESSMENT, MONITORING AND EVALUATION

Assessment is an integral part of the teaching process throughout the key stages and evaluations inform future planning, matching work to the abilities and needs of the children. The children undertake pre and post learning tasks that focus on assessment of their topic knowledge, understanding and use of key vocabulary, and their ability to reason and explain clearly. Assessments inform next steps and ensure that all children are making progress in their learning. Additionally, learning in History is assessed through a range of extended cross-curricular writing. Monitoring takes place regularly through sampling children's work and teacher planning, book scrutiny and lesson observations.

EQUAL OPPORTUNITIES

We passionately believe that all children are entitled to access our curriculum irrespective of age, gender, race, religion and social background. We feel that our approach to a creative curriculum and thematic teaching means that the arts make a vital contribution to the development of tolerance and understanding, and we make strong links to 'protected characteristics' and 'British Values' where appropriate.

We also aim to make our teaching and provision of the arts inclusive and accessible for children with special education needs (SEND). Their learning needs are continually monitored and reviewed, to ensure that the necessary help and support is provided to facilitate their progress. This is reflected in teachers' planning where children with specific needs are identified and work is adapted accordingly.

Policies for Equal Opportunities, Equality and Diversity, Race Equality, and SEND provide further details of our vision for a teaching and learning environment where everyone and their differences are valued, respected and nurtured.

MONITORING AND REVIEW

The co-ordination and planning of the History curriculum are the responsibility of the subject leader who also:

- Supports colleagues in their teaching, by keeping informed about current developments in History, and by providing a strategic lead and direction for this subject.
- Provides support/ advice to colleagues with planning and delivery of the History curriculum
- Has responsibility for securing high standards of teaching and learning in History.
- Arranges INSET as appropriate to meet the needs of individuals and of the school.

- Monitors teachers' planning and assessments as part of on-going subject monitoring and evaluation of practice, and support in intervention implementation.
- Keeps abreast of current developments through reading relevant materials and attending courses as appropriate.
- Informs future priorities and targets for the subject.

This policy will be reviewed at least every two years.

September -July 2024

To be reviewed September 2026