



**Bramley Vale Primary School**

# **HISTORY POLICY**

**January 2019**

**F58-18/19**

(To be reviewed every 2 years)

## **BRAMLEY VALE PRIMARY SCHOOL HISTORY POLICY**

### **Vision Statement:**

To create an excellent and challenging learning environment for the future through the promotion of creativity, high aspiration and perseverance.

To create a safe, supportive, caring atmosphere of mutual respect, extending to the wider community.

### **Aims:**

<b>Safe -</b>	To provide a safe, secure environment, with equality for all.
<b>Healthy -</b>	To promote healthy hearts and minds.
<b>Achieve -</b>	To provide an enjoyable education where children achieve and meet their full potential.
<b>Responsibility -</b>	To instil responsibility for themselves, others and the wider world.
<b>Enterprising -</b>	To develop learners who understand their future well-being and aspire to be best they can be.
<b>Diversity -</b>	To develop learners who accept, embrace and celebrate diversity In our ever-changing world.

### **Rationale, aims and objectives:**

At Bramley Vale Primary School we want to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. The children learn to value their own and other people's cultures in modern multicultural Britain and the wider world and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, History makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children 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 - linking strongly to our vision.

### **We aspire...**

- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer
- to enable children to know about significant events in British history and to appreciate how things have changed over time
- to develop a sense of chronology
- to develop their knowledge of main events, people and changes within and across different periods
- to give the children confidence to enjoy historical enquiry, form questions, give their reasons and results of main events and changes

- to have some factual knowledge and understanding of aspects 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

### **Approaches**

The approach to teaching at Bramley Vale Primary School in FU, KS1 & KS2 will be to integrate it strongly into classroom projects called a Learning Challenge. The History curriculum will offer a wealth of possibilities for contexts and tasks where pupils can apply their knowledge, skills and understanding creatively. A variety of approaches will be used to cater for differing learning styles- visual, auditory and kinaesthetic:

- Story
- Timelines
- Individual/group/class projects
- Classroom displays
- Role play and drama
- Artwork/model making/craftwork
- Map work
- Use of photos, artefacts and other resources
- Site and educational visits
- Problem solving/debates/reconstructions
- ICT

### **Teaching and Learning style**

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each Key Stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. 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 focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions about information they are given. This will encourage the children to develop their desires to explore and find out more and therefore accelerate their learning.

## **SCHOOL AND CLASS ORGANISATION**

### **Planning**

The National Curriculum (2014) and the Learning Challenge Curriculum are used in combination to plan learning in a topic based approach called a Learning Challenge. Planning is used to:

- set clear achievable goals
- ensure that work is matched to pupil's abilities, experience and interests
- ensure progression, continuity and subject coverage throughout the school

### **History is planned on three levels:**

- Long term (one or two year cycles)
- Medium term (half-termly) OR termly
- Short term - (weekly - unless the subject is follow)

### **How we cater for pupils who are more able**

Where possible more-able pupils will be taught with their own class and stretched through differentiated group work and extra challenges. When working with the whole class, teachers will direct some questions towards the more-able to maintain their involvement. As well as drawing on materials from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth of study. Very occasionally special arrangements will be made for an exceptionally gifted pupil e.g. they may follow an individualised programme with more challenging problems to tackle.

### **How we cater for pupils with particular needs**

The regular History lesson is appropriate for almost all pupils. Teachers will involve all pupils through a range of differentiation strategies.

### **Pupils with special educational needs and individual education plans**

Teachers will aim to include all pupils fully in their History lessons. All children benefit from participating and watching and listening to other children demonstrating and explaining their ideas. However a pupil whose difficulties are severe or complex may need to be supported with an individualized programme in the main part of the lesson.

### **Foundation Stage**

In the Foundation Stage, the children learn and develop by using carefully planned activities based on first-hand experiences that encourage exploration, experimentation, observation, problem solving, prediction, critical thinking, decision making and discussion. Teachers deliver skills and knowledge in the context of practical activities. Teachers encourage children to tell each other what they have found out, to speculate on future findings or to describe their experiences. This enables them to rehearse and reflect upon their knowledge and understanding and to practise new vocabulary. Teachers regularly support and encourage children in using a range of ICT to include cameras, photocopiers and programmable toys in addition to computers.

## **Resources**

All History resources are kept in the teachers' resource room. These include teacher books, topic books, posters and some artefacts. Additional books may be ordered from the Education Library Service (Inspire: Culture, learning and libraries) and it is the responsibility of the class teacher to order, look after and return by the given date their resources. Any resources required for the resources room should be given to the History co-ordinator, who will examine the subject budget and allocate the required monies if available.

## **Assessment**

Each class teacher should assess their children's knowledge and understanding by communicating with the child and making judgments based on their work in their creative projects. The assessment should be recorded on Target Tracker and reported annually through the parent report. The History co-ordinator will carry out monitoring activities throughout the year to ensure that the curriculum is adequately covered and is progressive.

EYFS will use an online learning journal called Tapestry to record history progress within the area of learning, Understanding of the World.

## **Homework**

Homework is set in line with the school's homework policy. All homework tasks are linked to the work in hand. It may, at times be appropriate for the children to undertake a succession of tasks linked to History and record this in their learning journals. Learning journals must be marked according to the marking policy and feedback should be given to children and/or parent/carers who also see the learning journals and work with their child on their learning challenge. Homework is mainly for pupils in KS2 although work can also be given in EYFS/KS1 to support their learning challenge.

## **Learning Challenges**

History learning challenges will take place over two terms in Terms 1 and 2 of the school year. Teachers can also choose to teach history in Term 5 or 6. Possible Learning Challenges are outlined on Long Term plans for Key Stage 1 & 2.

## **Monitoring and Evaluation**

Evaluation is carried out to enhance both teaching and learning and is the responsibility of class teachers supported by the curriculum coordinator. The Senior Leadership Team monitor standards and the work of the curriculum coordinator.

Evaluation will focus upon:

- content; ensuring that all the National Curriculum requirements been carried out;
- organization and teaching methods - with reference to teaching, resources and accommodation;
- pupils' progress.

Evaluation methods will include:

- assessing children's work and achievements;
- reviewing coverage at the end of a topic;
- records of teaching plans;
- staff discussion;
- classroom observation and support by the History co-ordinator;
- external inspection and advice.

### **Equal opportunities**

All pupils will have equal opportunity to reach their full potential across the History Curriculum regardless of their race, gender, cultural background, ability or of any physical or sensory disability.

### **The Role of the History Co-ordinator**

The role of the subject co-ordinator is more fully described in the relevant job description and is monitored by the Head Teacher.

At present the teacher responsible for co-ordinating History within Bramley Vale Primary School is Katie Jenkins.