

History Policy

Overview

This policy for History teaching and learning is underpinned by the school's generic curriculum policy for foundation subjects that sets out guidelines, practise etc. that should be adhered to in all foundation subjects. The areas covered in the generic curriculum policy are as follows:

- Curriculum coverage
- Teaching and learning guidelines
- Roles and responsibilities
- Inclusion
- Assessment, recording monitoring and reporting
- Key competencies

1) Aims and Opportunities

1.1 Aims

At Bridstow School we believe that history is all about people. The study of people of different types from different times and different places is the most important aspect of our work. History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils 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. In history, pupils find evidence, weigh it up and reach their own conclusions. To do this, they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

The school aims to:

- enable pupils to understand how and why people behave as they do now;
- enable them to understand themselves;
- give them the confidence and ability to try to improve themselves and their world;
- help them to develop a sense of responsibility for the world in which later generations will live;
- enable them to ask and answer significant questions;
- enable them to think for themselves and to reach fair and rational conclusions about complex human situations;
- inspire in them a lasting interest in, and enjoyment of, learning about the past.

1.2 Opportunities

History offers opportunities for children to:

- develop a sense of time (chronology), recognising how time is measured and that some things change and some things stay the same;
- investigate how and why events happen and how they may be linked;
- consider what it was like to live in different periods and what motivated the people who lived then – and that we cannot think in the way they thought;
- recognise that there are some things we can never know about the past and that history has to be constructed from the bits of the past that have survived;
- understand that people interpret the past differently and use different ways to present their ideas;

- make thoughtful use of a variety of sources to find out about the past;
- communicate their ideas in a variety of ways and with clarity and independence.

2) Organisation and Planning

2.1 Time allocation

KS1 - History will be taught for at least 24 hours each year.

KS2 – History will be taught for at least 27 hours per year.

History units may be taught for 2 afternoons a week in 2 or 3 week blocks to give greater coherence to children’s learning – this will be at the discretion of individual class teachers. History also lends itself to integration into other subjects and topic-based projects in which the teaching and learning of history is implicit (eg. Science – materials – making toys/history of toys). The time allocated to history aspects of study within science, D&T etc. should be considered.

2.2 Planning

The Historical Association’s primary scheme of work provides the framework for learning and teaching in history. Because of Bridstow’s combined year group model, long term planning is based upon a 2 year rolling programme to ensure complete coverage and progression for all pupils (See long term plan in appendix). One unit is planned and undertaken each term. Teachers should use the unit planners in the scheme imaginatively, whilst ensuring the learning objectives remain the same in order to ensure progression.

When planning lessons teachers will follow these guidelines:

- start from pupils’ own experiences, interests and prior learning;
- revisit and build on pupils’ prior knowledge, understanding and skills;
- organise learning around questions that engage and challenge all pupils;
- make it clear what and how pupils are expected to learn and what they are expected to improve;
- give clear explanations using relevant examples and analogies;
- use a wide variety of resources and approaches;
- encourage pupils to think for themselves;
- show pupils how to communicate their findings in a variety of ways;
- show pupils how to connect what they learn in history with other subjects;
- encourage pupils to enjoy and engage in “doing” history;
- be reflective about their teaching and the impact that it has on the pupils’ acquisition of historical knowledge, understanding and skills.

In the EYFS, daily history activities are planned; some initiated by children and some led by adults.

2.3 Extending the curriculum – local history

Children should develop an understanding of local history through first-hand experience. Wherever possible children will be given opportunities to visit local museums, churches, exhibitions and other places of local historical interest.

2.4 The learning environment

We aim to provide a learning environment where children feel inspired by and engaged with history and

the people of the time. We will do this through providing imaginative and creative classroom displays relevant to a history unit of study at least once a year in each class. We will source suitable books and display materials through the Schools' Library Service to enhance learning.

2.5 Management and organisation of resources

Individual class teachers are responsible for sourcing and keeping resources particular to their historical studies.

3) Links with other subjects and key competencies

3.1 Writing

History provides many opportunities for children to write in a wide variety of different genres eg. Diary, information, journalistic, 'fictional' recount etc. Writing 'in the voice of' an historical person and writing about the feelings that someone may have experienced in the past can really bring history 'alive'.

3.2 Speaking and listening

Historical study and investigation can lend itself to opportunities for debate and conjecture. Asking challenging questions about the past and its effect on the present can provide excellent starting points for discussion and debate particularly in UKS2.

3.3 Research (books and ICT)

The study of particular times and events necessarily will involve finding information in books and online. Use of search engines and browsers on laptops and tablets can provide invaluable opportunities to develop and refine these skills.

3.4 Teamwork

Splitting classes into smaller groups to work together on focussed research projects or preparation of debating stances etc. will give opportunities for pupils to develop team-working skills.