

Introduction

This policy reflects the values and philosophy of Birkdale Primary School in relation to the teaching and learning of History.

It gives a framework within which all staff, both teaching and non-teaching, work. It gives guidance on planning, teaching and assessment. This policy is subject to change as we are commencing a whole school trial of Kapow History in the Autumn to supplement and augment existing planning drawn from a variety of sources such as Quigley, Keystage History and the History Association.

The implementation of this policy is the responsibility of the teaching staff and responsibility for monitoring and review rests with the History co-ordinator.

Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should 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 helps pupils to understand the complexity of people's lives, the process of continuity and change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The aims of History are:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Through History we can also:

Improve pupil's skills in English, Maths and I.C.T.

Develop pupil's thinking skills

Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues

In the teaching and learning of History we can identify a number of *objectives* for the children:

- To develop an awareness of the nature and use of evidence
- To develop a sense of chronology and time, which key events happened concurrently?
- To build up knowledge of events and people from the past
- To appreciate thoughts, beliefs, motives and actions of people in the past
- To develop and use correctly historical language and a vocabulary of historical terms
- To build a framework of historical facts
- To encourage children to interpret, explain and ask historical questions, for example: Why did this happen? How do we know this is true?

In other words, in the teaching and learning of History, we aim to develop understanding of *concepts* such as continuity and change, cause and effect, similarity and difference, chronology and time. We plan to allow children to participate in *skills* such as arguing, reasoning, thinking, deducing, sequencing and interpreting. We hope to encourage positive *attitudes* in children to use their imagination, empathy and curiosity to learn and understand about past events and how they have shaped the world in which we live now.

In learning history pupils will:

- Use a range of sources such as people, museums, the local environment, sites, photographs, portraits, artefacts, written materials, music, ICT based materials, data, TV/video extracts, always questioning the source of the information.
- Investigate significant issues from the past.
- Work in a variety of contexts - individually, in groups and as a whole class.
- Present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles/genre, collage, timelines, sketches and maps.
- Use of role play to develop understanding and empathy.

- As they grow in confidence, begin to pose and investigate their own questions about the past.

Curriculum and School Organisation

In order to achieve the aims outlined previously, History work at Birkdale is organised into units of work for each term. In both Key Stages, History is identified and valued as a subject in its own right. Wherever possible the units of work for History are enriched by looking at the History of the local and regional area and how this relates to British and World History. We are about to commence a whole school trial of Kapow in the Autumn term to further support staff in the delivery of lessons. Staff are encouraged to use timelines throughout the school and during History lessons make connections with prior learning in former year groups.

Children in both Key Stages may occasionally be asked to undertake some homework activities or tasks as part of their history work. This could involve for example, completing a questionnaire or researching information from the library.

People with an interest in or expertise in a particular topic or area of history may be invited into school to work with the children. Such visitors may include parents, grandparents, and people from the local community.

In order for our teaching staff to plan effectively a History long term plan has been drawn up showing what will be studied across the academic year from Foundation up to Year 6. An emphasis on developing key skills such as enquiry skills is something we are encouraging teachers to infuse in their planning.

Whole school curriculum map for History also allows for teaching staff to plan for extended writing within other subjects such as during Guided Reading and English. Ultimately, allowing children to embed their writing skills within any subject or topic they may encounter.

Class Organisation and Teaching Style

At Birkdale class teachers are responsible for their own class organisation and teaching style while ensuring that these complement and reflect the overall aims and philosophy of the school. Children may be grouped according to age, ability or other criteria such as friendship. Such groupings are organised so as to promote cooperation and effective learning and understanding. The organisation of the class will be matched to the learning task or activity, the History topic being studied and resources being used. It will also be determined by the cohort of children. At Birkdale Primary we pride ourselves in being an inclusive school, this attitude naturally entails an adaptation of class organisation and teaching style based on the children one is teaching.

It is also the responsibility of teaching staff to enhance children's learning wherever possible with 'learning outside the classroom' activities or planned trips, depending on the topic.

Assessment

Teaching staff gather evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them, and evaluating any work they produce. Additionally, there are set assessment tasks for each term which focus on particular skills such as 'interpretation' or 'change and continuity'. Teachers have a running document in key stage 1 and 2 to assess progress each term. We are commencing a whole school trial of Kapow History scheme of work in the Autumn, assessments will be adapted accordingly.

Equal Opportunities

All teaching and non-teaching staff at Birkdale are responsible for ensuring that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum. Every member of staff is responsible for the day-to-day operation of the policy in terms of promoting good practice.

Special Educational Needs including Gifted and Talented

It is especially important that those children with special needs have full access to History. Pupils' experiences should be adapted if necessary. The document regarding SEN and adaptations can be referred to for more detail.

We recognise the importance of making adequate educational provision for all the children in our care, regardless of individual ability. To this end, we ensure that work provided is appropriately challenging for children across the entire spectrum of educational ability and achievement from those with special educational needs, to those who have been identified as being 'gifted' within each year group. Such provision will be incorporated into each teacher's planning where appropriate.

Resources

A wide range of History resources are available in school. These include children's reference books, teacher resource books and packs, pictorial resources including photographs, photo packs and picture packs, timelines, artefacts, newspapers, local history documents. Resources are stored centrally in one area. Resources are shared by all the staff, including students.

The History Coordinator is responsible for maintaining the History resources, and monitoring their use. Resources are replaced and purchased by the coordinator budget allowing.

Computing

It is a requirement of the National Curriculum 2014 that all children be given the opportunity to develop their I.C.T. skills in the History programme of study and resources reflect opportunities to develop I.C.T within History topics.

Monitoring

Monitoring is carried out to enhance the teaching and learning of History within our school. Monitoring takes place through a combination of the following (this list is by no means exhaustive) -

- Pupil voice, whole class and small group
- Discussions with staff, formally during staff meetings and informally
- Learning walks
- Drop in sessions
- Book trawls
- Looking at Medium Term planning
- Lesson observations
- Cluster meetings/CPD with other History co-ordinators

If monitoring leads to findings which need addressing, then they will be actioned as soon as possible.

Date reviewed: July 2023

Review of Policy: July 2024