

BROOMFIELDS JUNIOR SCHOOL



History Policy

2023-2024

DOCUMENT STATUS

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BROOMFIELDS JUNIOR SCHOOL

HISTORY EDUCATION POLICY

The Public Duty of the Equality Act 2010 Protected characteristics in the act include sex, sexual orientation and gender reassignment. Schools have due regard to:

- (a) "eliminate discrimination, harassment, victimisation"
- (b) "advance equality of opportunity"
- (c) "foster good relations between persons who share a relevant protected characteristic and persons who do not share it"

This includes tackling prejudice and promoting understanding.

Rationale

The aim of history teaching at Broomfield Junior School is to stimulate the children's interest, understanding and knowledge of Britain's past and that of the wider world. 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. Historical enquiry is concerned with the development of creative and critical thought to enable children to see the differences between fact and fiction, the connections between cause and effect and how history has been shaped. To do this they need to be able to find and weigh evidence, sift arguments, reach their own conclusions and to research and put their own point of view with confidence as well as develop perspective and judgment.

Intent

Here at Broomfields, History intends to develop a curiosity and understanding of the past, giving pupils a broad and balanced view of some of the major periods of History in Britain and the wider world, in line with National Curriculum Programmes of Study. The curriculum is designed to develop an understanding of chronology and how historical events have impacted the development of the world around them. We encourage them to become analytical thinkers who can use a range of sources of evidence to help explain their findings and opinions.

The aims of history are:

- To prepare children for the world in which they live and prepare them for their adult lives in a socially complex and culturally varied society.
- To help children to develop a sense of chronology and time and to develop a chronological framework that enables them to sequence events and objects.
- To help children to understand the ways in which the past is different to the present and that people of other times and places may have had different values and attitudes to those of people in the present.
- To help children to develop an awareness and understanding of the nature of evidence and understand that because of its range and diversity, historical judgments may be provisional and tentative.
- To help children to develop an appreciation of change and to understand that change is a result of human inventions, beliefs and motives.
- To help the children to develop an understanding of cause and effect.
- To help the children to develop historical empathy and so have an informed appreciation of the predicaments and points of view of people in the past.

- To help the children to develop the ability to pose historical questions and to make informed judgments.
- To help the children to develop the enquiry skills needed to use all kinds of historical evidence in order to offer explanations of past events.
- To help the children to distinguish fact and fiction.
- To contribute to the personal and social development of the children by helping them to develop a respect for evidence and a tolerance of a range of opinions.
- To help the children to develop a range of communication skills using a wide range of media.

Programmes of study

Chronological Understanding

By the end of KS2 pupils should:

- Use factual knowledge and understanding of aspects of the history to describe characteristic features of past societies and periods, and to identify changes within and across different periods.
- Show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world.

Knowledge and understanding of events, people and changes in the past

By the end of KS2 pupils should:

- Show factual knowledge and understanding of aspects of the history of Britain and the wider world.
- Describe some of the main events, people and changes.
- Give some reasons for, and results of, the main events and changes.
- Use this to describe features of past societies and periods and to begin to make links between them.

Historical interpretation

By the end of KS2 pupils should be able to:

- Show some understanding that aspects of the past have been represented and interpreted in different ways.
- Describe and make links between events and changes and give reasons for, and results of, these events and changes.
- Suggest possible reasons for why some events, people and changes have been interpreted in different ways.

Organisation and communication

By the end of KS2 pupils should:

- Select and combine information from different sources.
- Produce structured work, making appropriate use of dates and term.
- Use their knowledge and understanding to begin to evaluate sources of information and identify those that are useful for particular tasks.

- Select and organise information to produce structured work, making appropriate use of dates and terms.

Implementation

Organisation and Planning

Although with many links to other subjects (see following sections), History is predominantly taught as a stand-alone subject. The History curriculum is organised across the school to reflect the National Curriculum Programmes of study with periods of British History following a chronological sequence, with an additional unit of either Ancient Civilisation or Local History for each Year Group. To ensure progression, breadth and coverage of skills, knowledge and vocabulary, History is planned around the Milestone documents of the Chris Quigley Essentials curriculum.

Each history topic is organised into half termly units to allow for revisiting of knowledge and skills, and regular retrieval activities are built into planning and lessons.

To develop the curiosity and enjoyment of learning about history, external visits to museums, and living history events, visiting experts and own immersive special days are planned for.

Teaching and learning style

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We do this through a mixture of whole-class teaching and individual / group activities. Teachers encourage the children to ask as well as answer questions. The children have the opportunity to use a variety of secondary sources of information, where it will enhance learning as well as gaining first hand experiences, for example, the use of books, photographs, artefacts and ICT.

We recognise the fact that we have children of differing historical ability in all our classes and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks that are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty (we do not expect all children to complete all tasks)
- Grouping children by ability and setting different tasks for each group
- Providing a range of challenges with different resources
- Using additional adults to support the work of individual children or small groups
- Incorporating high order questions to extend the most able children in history

Teaching history to children with special educational needs

Where particular pupils have learning and assessment requirements which go beyond the provision described above, and which must be addressed in order to overcome barriers to learning, for example as a result of a special educational need, disability, or linked to the pupils' progress in learning English as an additional language teacher will take account of these requirements by;

- Making provision where necessary to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment in both classroom and fieldwork activities. Where, because of visual or multi-sensory impairment or mobility difficulties, pupils are unable to gain incidental learning of the wider world teachers will help pupils to observe and gain understanding of the history curriculum.

- Taking account of the type and extent of the difficulty experienced by the pupil. In many cases the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEND Code of Practice. Where pupils need access to specialist equipment or adapted activities teachers will refer to and implement the pupils' statement of special educational needs and work closely with representatives of other agencies who may be supporting the pupil. Teachers will also help pupils to manage their behaviour and help individuals to manage their emotions so that they can take part in learning history effectively and safely.

The contribution of history to teaching in other curriculum areas

English

History affords opportunities to develop children's literacy skills. Reading and writing skills are essential for undertaking historical enquiry for collecting information, making notes and evaluating historical evidence. The children can develop oral skills and increase their understanding of different historical view points and perspectives through discussion, drama and role play.

Maths

The children can apply their mathematical knowledge to history lessons by analysing data and studying chronological information.

Information and communication technology (ICT)

Children use ICT in history lessons where appropriate. They use it to support their work in history to find information on the internet about historical events. Children use ICT to record and present their ideas.

Spiritual, moral, social and cultural development

By learning history they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We ensure that when selecting source material, a range of perspectives and viewpoints are represented, including those of men and women of different racial, national or religious groups. We ensure that societies are not just represented from the British perspective but also from their own. We teach children history, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. The importance of the pupil's own cultural background and those of members of the school and wider local community is recognised as a resource which may give an alternative perspective on events of the past as well as the present.

Particular care will be taken to ensure that pupils develop an awareness of:

- the causes and consequences of prejudice, discrimination and inequality together with an appreciation of the treatment of a range of disadvantaged groups;
- the need to challenge racist and sexist stereotypes, images and language;
- the importance of looking at historical situations and events from a variety of cultural, social, economic and political perspectives;
- the value of studying the history of a range of societies in different parts of the world and exploring the encounters between different cultures and cultural groups;

- the full extent of the contribution and experiences of women, men and children in different historical circumstances and from different cultural groups together with the need to provide positive role models for different pupils.

Impact

As a result of careful planning building upon previous learning, quality teaching and promotion of high standards, pupils will gain a deeper understanding of the chronology, sequencing and factual knowledge of local and British historical events, as well some Ancient Civilisations. Pupils will have developed their skills of gathering, analysing and presenting their understanding about past events and changes over the years that help them to gain a better understanding, and empathy for, cultural differences from the past that often still influence today's society.

Monitoring

The impact will be monitored via:

- Year group medium term planning stored in a central location for regular monitoring by subject lead and accessible to other year groups to check on previous learning.
- Regular reviews of pupil's books across different ability ranges and all year groups by the Subject lead to monitor children's work and check they are in line with the MTPs.
- Pupil voice – regular monitoring of children's books with the child present to promote discussion about their work and gain a snapshot of their understanding of chronology, knowledge of people, events and changes, and historical interpretation.
- Pupil voice to gauge the impact of visits/special subject days with special reference to facts and skills they have retained, and the level of enjoyment/ curiosity they promoted.
- Whole school monitoring through INSET, staff meetings and informal discussions to share ideas, disseminate good practice, review progress and highlight areas for development across the school in history.
- Head teacher, SLT and Subject Leader monitoring planning to ensure coverage of the programmes of study, the teaching of historical skills and adherence to the agreed guidelines.
- learning walks/reviews with governors and SLT.
- Communication with staff through informal discussions/emails between the history subject leader and staff to exchange opinions and ascertain needs.
- Yearly action plans based on monitoring process and needs arising to promote development of History as a subject in school.
- classroom observations that may be made by the Head teacher or subject leader of a particular aspect of the history curriculum, agreed beforehand with the class teacher.

Assessment & Recording

Knowledge, skills and understanding will be assessed against our school's milestone indicators. Children will progress through basic, advanced or deep understanding.

A reference to children's overall progress and effort is made on the individual school report to parents in the Summer Term for History.

Parents and Carers

Our school has links with the community through our new, regularly updated school website (www.broomfieldsjunior.co.uk) and X (Twitter) feed (@BroomfieldsJnr). Our website has information, resources and links for parents and carers. All weekly Sways are updated onto the

site as well as dates, key events and recent activity within the school. We encourage our parents and carers to be kept well informed of History developments in our school. Parents have the opportunity to attend key days and trips to help with events, which we encourage.