

Bowlee Park Community Primary School

History Policy

Our School Motto; Knowledge... your passport to the world!

Bowlee Values - Respect, Kindness, Ambition, Resilience, Cooperation, Responsibility

British Values - Democracy, Rule of Law, Individual Liberty, Tolerance and Respect

Rights Respecting Schools - Article 28; 'Every child has the right to an education'

Bowlee Behaviour Principles – Be Ready, Be Respectful and Be Safe

1. CURRICULUM INTENT

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 change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

National Curriculum 2014

A Curriculum for Our Pupils

Because many of our children come from homes where the challenges of low income and social deprivation have an impact on their access to cultural capital, our history curriculum provides:

- clear knowledge and understanding of the past which helps pupils understand their present
- Knowledge of our own culture and less familiar cultures, increasing cross-cultural awareness and understanding
- a wide range of experiences and activities to excite their long-term interest in the study of history (as an academic and facilitating subject in tertiary education)
- strong links to reading, writing and communication skills

We have planned a history curriculum for all pupils that builds an awareness of significant events and individuals in global, British and local history and supports pupils to recognise how things have changed over time. The history curriculum at Bowlee Park will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes. Our History scheme aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History.

We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries. Knowledge, together with skills and opportunities to apply learning, leads to strong progress.

In order to prepare pupils for their future learning in History, our scheme aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

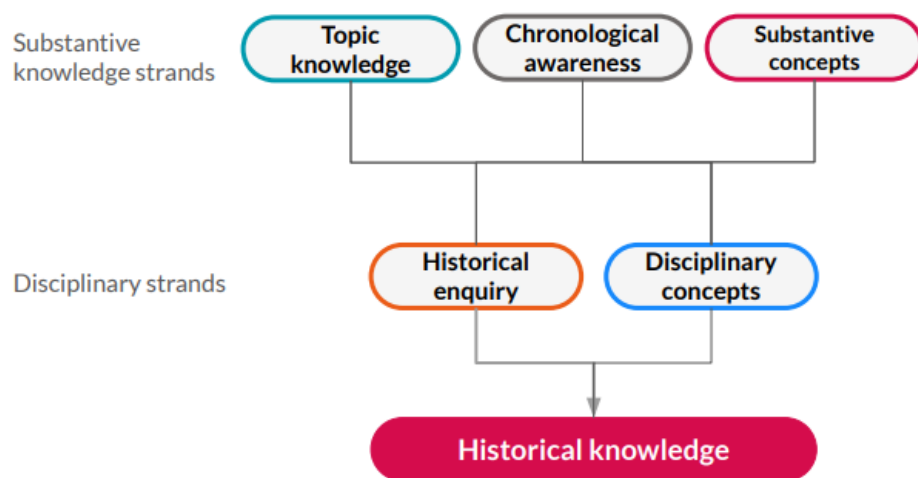
A Curriculum of Breadth and Wider Opportunity

We have ensured that our history curriculum is a curriculum of breadth and ambition. Our curriculum delivers the statutory National Curriculum and provides children with opportunities to expand their knowledge and experience of history beyond this through:

- assemblies celebrating key events and historical figures, and anniversaries of national and international importance are shared with children
- trips out of school and visitors in school to give first hand experiences to pupils
- role play, theme and costume days
- Class assemblies re-enacting historical events for an audience
- field work during local history studies to engage pupils in analysis of primary evidence

Progressive, Well-Sequenced Learning That Embeds Knowledge

Our History scheme enables pupils to meet the end of Key Stage attainment targets in the National Curriculum. Our curriculum identifies the following key strands:



Our History scheme emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram above. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do.

Each unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. Children will develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time. The Kapow Primary timeline supports children in developing this chronological awareness.

Units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.

Over the course of the scheme, children develop their understanding of the following key disciplinary concepts:

- Change and continuity.
- Cause and consequence.
- Similarities and differences.
- Historical significance.
- Historical interpretations.
- Sources of evidence.

These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set. As children progress through our History scheme, they will create their own historical enquiries to study using sources and the skills they have developed.

Substantive concepts such as power, trade, invasion and settlement, are introduced in Key stage 1, clearly identified in Lower key stage 2 and revisited in Upper key stage 2 (see Progression of skills and knowledge) allowing knowledge of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in History.

Our History scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods.

In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of Britain's role in the past and that of the wider world. Children will develop their knowledge of concepts and chronology as well as their in-depth knowledge of the context being studied.

A Curriculum Where Reading is a Priority

Reading has a high priority in our school and in our history curriculum. Our history curriculum provides children with opportunities to apply reading skills taught in English lessons through the wide range of non-fiction texts children are required to access, analyse and interpret.

A Curriculum that Develops Core Values

As history is above all the study of the human condition, it provides us with endless opportunities for fostering children's personal development. Our history curriculum enables our pupils to develop into confident learners who are able to work with others. Our clear focus on developing children's history skills (including research, analysis and debate) develops children's resilience and ability to collaborate. It also provides children with the knowledge and cultural capital to become well-informed citizens. History raises many social and moral questions: through the teaching of history, children have the opportunity to discuss, for example, slavery, imperialism and the rights and responsibilities of the rich and the poor in societies. History teaches children about the reasons why people were different -in different societies and times- and by developing the children's knowledge and understanding of other cultures, it promotes respect for other people.

Objectives in the Teaching of History

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.
- Develop a historically-grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
- Understand how historians learn about the past and construct accounts.
- Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
- Explain how and why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts and timescales.
- Meet the end of key stage expectations outlined in the National curriculum for History.

Objectives Across KS1:

- to use common words and phrases related to the passage of time
- to know where people and events studied fit in time (simple time line)
- to identify similarities and differences between time periods
- to use a wide vocabulary of historical terms
- to ask and answer questions
- to choose and use relevant parts of stories to know and understand key features of events
- to know how we find out about the past

Objectives Across Key Stage 2:

- to recognise chronological order (progression in timelines)
- to have clear narratives across periods studied
- to note connections, contrasts and trends over time & develop appropriate use of historical terms
- to address and devise historically valid questions about change, cause, similarity and difference and significance
- to construct informed responses involving thoughtful selection & organisation of relevant historical information
- to understand how the past is constructed from different sources

History Curriculum Planning

The National Curriculum Programme of Study for history describes in detail what pupils must learn in each year group. Combined with the Bowlee Park School's historical skills progression, this ensures continuity, progression and high expectations for attainment in history.

At Bowlee Park Primary School, we use the National Curriculum for history as the basis of our history programme supported by long, medium and short-term planning developed through the Kapow History scheme. We are committed to ensuring that all pupils achieve mastery in the key concepts of history appropriate for their age group, in order for them to make genuine progress and avoid gaps in their understanding. Essential components of the Bowlee Park Primary School approach to teaching history are:

- a logically sequenced and carefully planned curriculum so that children make progress (knowing more and remembering more);
- consolidation and repetition of key learning;
- assessment to ensure pupils have acquired understanding of the facts, concepts and procedures required.

Learning Behaviours

In developing confident historians, it is also important that children develop learning behaviours. These include: independence, reflection, resilience, participation and familiarity.

In developing **independence** it is important that the teacher provides children with a starting point and allows them to explore. They act as an adviser, listening and prompting when needed. Children should be encouraged to ask their own questions to further their understanding.

Being **reflective** involves children to coming up with new ideas or questions to ask. They make conjectures and begin to investigate them. To support children, it is important that teachers discuss ideas, share reflections with others and encourage revision.

Resilience is essential. Children need the skills and confidence to work on a problem for an extended period of time and/or, return to the problem with little prompting. They also need strategies for when they are 'stuck' so that they can confidently take alternative routes and discuss why they are stuck.

Children should **participate** by taking an active role in discussions, offering and sharing ideas, questioning each other and listening carefully. Teachers should encourage these discussions and listen to the responses.

Familiarity involves making links and relating the problem to other contexts or problems that they have been exposed to. This knowledge will enable them to identify a starting point, pose questions of their own and extend their problem solving abilities.

The Early Years Foundation Stage

Our Foundation Stage history is part of the EYFS Framework for developing children's understanding of the world.

Children learn through experiences, the concepts of time and change. This is used to extend the children's learning and understanding of themselves and the world around them.

In the Early Years Foundation Stage, children begin to learn that as they grow up they are increasingly able to do more things for themselves independently. This emerging knowledge and understanding is used to explore crucial early historical skills. By the time children are in Reception, they will be increasingly aware of the changes in routines during different times of the day and seasons of the year. These changes have an impact on what activities they can do (sleep, eat, play, home, holidays etc.) as well as what they wear and what they celebrate.

Ambition and Access to the History Curriculum

At Bowlee Park Primary School, all children have an entitlement to a broad and balanced curriculum. In designing our curriculum, we have ensured that the programme of study is well-sequenced and delivered in small steps. In lessons, content is repeated and revisited to enable children to retrieve prior learning and develop fluency. We regularly plan opportunities for spaced practice to ensure knowledge is retained and children make progress. We enable our children to:

- understand the relevance and purpose of all learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement;
- maximise achievement for all pupils, including pupils with Special Educational Needs and Disabilities (SEND) and children whose first language is not English, by addressing barriers to learning.

Staff at Bowlee Park take into account that pupils have different educational and behavioural needs and aspirations; require different strategies for learning; acquire, assimilate and communicate information at different rates; and need a range of different teaching approaches and experiences. In history staff make appropriate curricular provision to respond to children's needs by:

- planning for all children's full participation in learning;
- differentiating teaching and learning to recognise individual needs;
- providing support for children who require it to access the curriculum;
- taking into account the specific needs of pupils with SEND and the targets set for them as identified in their Pupil Profile, Individual Education Plans or Education, Health and Care Plans;
- using resources effectively to support all learners, including those with SEND;
- seeking advice from the subject leader and the SENCOs to meet the needs of all pupils

Equality for All

At Bowlee Park Primary School, we are committed to promoting equality of opportunity, eliminating discrimination and harassment, valuing diversity and promoting positive relationships. We meet the requirements of the Equality Act 2010 and provide an inclusive education to enable all pupils to develop their full potential.

Our school delivers a broad and balanced curriculum for all pupils and we address individual needs irrespective of gender, ability, religion or ethnic origin. The curriculum avoids stereotypes and provides good role models for all pupils. We ensure the curriculum is not delivered in a discriminatory way.

2. IMPLEMENTATION

History Teaching and Learning

Children are taught through whole-class interactive teaching, where the focus is on all children working together on the same lesson content, whilst at the same time challenging and supporting pupils to gain depth of understanding.

Teachers use a range of teaching strategies and ensure all children within a class make progress; no set formula is used. Typical features include:

- lessons designed to build concepts in small progressive steps;
- lessons that encourage thinking, use precise language and allow children to deepen their understanding of the concept;
- a balance of interactive whole-class teaching, guided group/paired work and individual pupil work, including intelligent practice and reflection;
- clarity of information communicated with graphical representations leading to abstract understanding;
- the idea that the majority of children will be working at the age related expectation – keep up not catch up;
- staff regularly checking understanding to ensure that every child is keeping up and follow the cycle of assess, plan, do and review;
- differentiation mainly through questioning, support and outcome - the focus of the lesson may vary for a small number of children depending on their learning needs;
- as part of the sequence of learning, there will be lessons where the focus lesson will be new learning and at other times, pupils may be practising to master the concept they have learned earlier.

Resources

All classrooms in school have a wide range of history resources. Each class has access to a range of non-fiction texts about the time period studied; a timeline of British history is displayed in all classes and referred to within teaching and, where possible, a box of primary artefacts and sources (or reproduced primary sources) are available to enhance children's questioning and understanding. ICT is used as a secondary resource to aid personal studies with access to the Internet available in all classes through netbooks and I-Pads.

Where possible each classroom should have a history display relating to current topic or a year group display showing the topic covered.

3. IMPACT

After the implementation of our History scheme, pupils should leave Bowlee Park equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

Assessment of History Standards and Attainment

The impact of our history scheme is constantly monitored through both formative and summative assessment opportunities

Teachers integrate the use of formative assessment strategies such as effective questioning, clear learning objectives and effective feedback and response in their teaching. Children in Key Stage 2 start units with a timeline activity covering topics previously studied to ensure knowledge of connections between times and that links to previous learning are made.

End of unit summative assessments to assess the disciplinary strands are conducted by class teachers as a skills catcher at the end of each unit. Each disciplinary concept is assessed at least once by the end of Key stage 1 and once by the end of Key stage 2 using historical enquiry skills. This, as well as class contribution and work in books, is used to identify whether children are working below, at or above age-related standards. Parents are informed of their child's progress in the end of year school report.

Monitoring and Review

The quality of teaching and learning in history is monitored and evaluated by the head teacher, senior leaders and the history team as part of the school's agreed cycle of lesson observations and pupil progress meetings. This cycle includes:

- planning scrutiny
- work scrutiny
- lesson observations
- interviews with teachers
- discussion with pupils
- assessment data analysis
- action planning to develop history curriculum development and teaching and learning based on the outcomes of monitoring.

The Role of the Subject Leader/History Team

- Ensures teachers understand the requirements of the National Curriculum and teaching and learning is in line with this document.
- Prepares a subject action plan and meets regularly with the Head teacher
- Monitors and evaluates history provision in the school by conducting regular planning scrutiny, work scrutiny, lesson observations, interviews with teachers, discussion with pupils and assessment data analysis.
- Organises and leads CPD and joint professional development.
- Observes colleagues with a view to identifying the support they need.
- Attends appropriate CPD.
- Keeps parents informed about History provision at Bowlee Park Community School

Date of review: October 2024

This policy will be reviewed at least every two years.

Next review date: October 2026