

Bosmere Community Primary School



History Policy

June 2022

Prepared by	<i>Rachel Tunbridge</i>
Approved by the Committee/Governing Body	<i>Bosmere Primary School</i>
Signature of Chair of Governors/Committee	
Date approved	
Review date	<i>July 2024</i>

Curriculum Intent

At Bosmere Community Primary School our curriculum is designed to inspire enthusiasm for learning, to ensure achievement and to nurture pupil health and well-being. We aim to develop independent, creative and inquisitive learners who gain the confidence, resilience and skills needed to be learners for life and responsible citizens for the future.

Our inclusive curriculum focusses on progressive subject specific knowledge, skills and understanding as set out in the National Curriculum. It promotes high aspirations by engaging pupils in rich and memorable learning challenges that take pupils beyond the classroom.

Our approach allows pupils the opportunity to influence their own learning, placing particular emphasis on:

Enquiry: fostering a sense of curiosity and problem solving

Collaboration: opportunities to learn with and from each other

Oracy: talk for learning to develop a rich vocabulary and clarity in communication

Linking learning: identifying cross-curricular links in knowledge and skills and applying transferable skills where meaningful

Identity: making the most of enrichment opportunities and local links, developing a sense of where we fit in the local and global community.

Introduction to History

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.

Implementation – Planning, teaching and learning

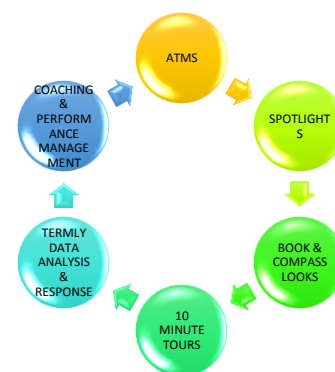
Curriculum planning for history is carried out in three phases – **long term, medium term and short term**.

- The long term plan maps the history topics and outcomes that should be covered by the end of each phase (National Curriculum).
- The medium term plan (or curriculum map) is produced by the History leader and maps which units and outcomes will be covered within each half term of the two year rolling cycle for each phase **and is accompanied by a rationale explaining why certain topics are taught in a certain place** (See appendix 1).
- The phase teachers are responsible for short term plans and ensuring a sequence of learning that builds on the progression of history skills (See appendix 2).
 - Teachers are advised by the history leader to record and deliver learning intentions as questions in order to maximise the opportunities for historical enquiry.
 - History lesson planning is relevant to the pupils of Bosmere and therefore maximizes opportunities to learn about local history.
 - Links are made to the current 'topic theme' of Bosmere's creative curriculum wherever **beneficial** in short term plans. These plans list the specific learning intentions of each lesson and delivery is timed where possible so that history becomes an integral part of the current topic.

- All class teachers are to ensure that whilst planning, teaching approaches should allow for different learning styles, pupils with special educational needs and equal opportunities.
- The history leader is a member of The Historical Association and Key Stage Histories from which useful teaching and learning resources are shared with relevant phases to assist planning.
- History is a subject based around enquiry, interpretation and communication. It is therefore essential to employ teaching methods which maximise the potential for investigative and communicative work. It is the responsibility of individual teachers to select the approach which is most effective in achieving the learning intentions for a particular lesson. We endeavour to strike a balance between class, group and individual learning and between the use of primary and secondary sources.
- Wherever possible we involve the pupils in 'real' historical activities whether this is through living history enrichment opportunities or the handling of artefacts.
- We encourage the children to ask, as well as answer historical questions. They have the opportunity to use a variety of resources and data, such as statistics, historical records, eye-witness accounts, artefacts, pictures and photographs. They use computing skills in history lessons where it enhances their learning. They take part in role-play and discussions and present reports to the rest of the class. They engage in a wide variety of problem solving activities, making use of carefully selected resources to enhance critical thinking and history **oracy** skills.
- History in the Early Years Foundation Stage is taught as an integral part of the topic work covered during the year using the children's experiences and interests as a starting point for their learning. This may be as an adult directed activity, where safety is paramount, an adult initiated activity, where a new skill is taught, or as a child initiated activity, where exploration and discovery is desired. The history objectives are identified **within the Early Years Foundation Stage Statutory Framework 2021** and **Development Matters 2021** and span many of the Areas of Learning.
- There are sufficient resources for all history teaching units of work. These are kept in labelled boxes within each phase. Other books to support the teaching of history are available in the library. The subject leader, in consultation with other staff, is responsible for purchasing new resources as necessary.

Impact – Monitoring and Assessment

- **Monitoring** – History is monitored line with the whole school monitoring cycle **but with pupil book studies replacing book looks so as to ensure a more collaborative process between pupil and teacher and give the teacher a clearer context to the knowledge and understanding of written learning.**
- Subject leads evaluate impact at the end of each summative period. Written feedback, with targets identified and support plans put in place where appropriate, is given to each phase.
- The governors take an active role in history. They receive a termly report and are involved in termly meetings to regularly review teaching, learning and development.
- **Formative Assessment** - Children's learning and progress in history is assessed by making informal judgements as they are observed during lessons, assisted by the written outcomes and opportunities that children have to respond to teacher feedback **and discussions around key assessment questions** in order to move their learning on.
- **Summative Assessment** - Teachers analyse pupils' progress at the end of February and at the end of each school year and record this on the Foundation Subject Assessment sheet using a basic 1, 2, 3 grading system. This data is recorded on Arbor in June and used to complete the annual report to parents and handover to the next teacher. Assessment judgements are ascertained by analysis of a range of evidence, including written outcomes and verbal communication. Teachers record the attainment (in terms of historical knowledge, understanding and skills) as 1 = Working Towards the expected standard, 2 = Working at the expected standard or 3 = Working at greater depth.



- The history leader attends and delivers meetings and training as and when the need is identified to allow for continuity and progression within history and directs teachers to take responsibility for their own history CPD through the sharing of relevant articles and resources from the Historical Association and Key Stage History.

Summary of changes to the policy

Document control			
Date	Section(s)	Update(s)	Notes
21/6/22	Those in red mainly relating to monitoring and assessment	See changes in red.	