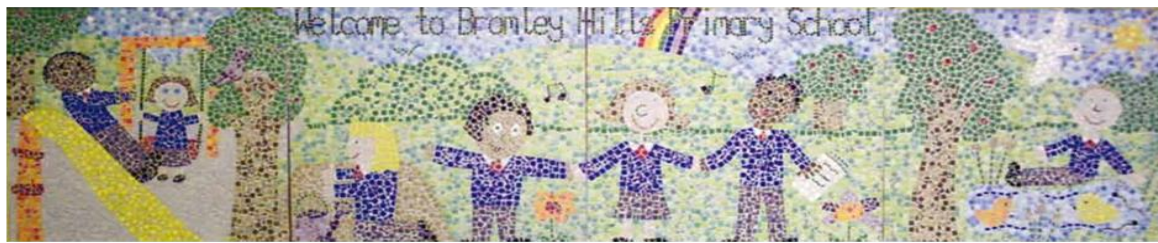




Bromley Hills Primary School

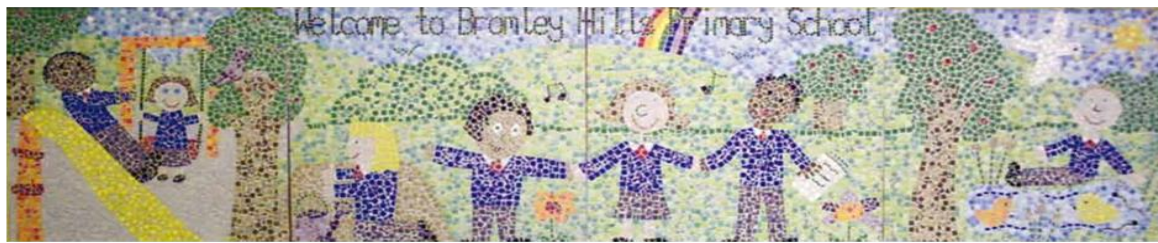
History Policy

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| Draft Document: | Spring 2024 |
| Draft Document to staff: | Spring 2024 |
| Draft Document to Governors: | Spring 2024 |
| Policy adopted by Governors: | Spring 2024 |
| Review: | |



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School Vision

At Bromley Hills, we promote a positive culture of social and emotional well-being and mental health resilience for pupils, staff, and our community. We want our children to achieve their full potential; through an inspiring and engaging curriculum, embedding our pedagogy that learning is a change to long term memory, so that they are equipped with the necessary lifelong knowledge and mental health awareness to enable them to become confident and independent valued members of our local community and British society.

School Values

Throughout our curriculum, we weave in a golden thread of core values, values which we believe are essential in preparing children for the wider world, and our young learners develop and build upon these as they go through school. Our core values are:

- Respect
- Honesty
- Cooperation
- Caring
- Teamwork

School Ethos

It's 'Time to Shine' - together we will succeed and achieve.

The UN Convention on the Rights of the Child

Article 29 - Every child has the right to an education to help them use and develop their talents and abilities.

Statement of Intent

Learning is a change to long term memory. Our aims are to ensure that our students experience a wide breadth of study based on the national curriculum and have, by the end of each key stage, long-term memory of curriculum knowledge.

We aim to inspire in pupils a curiosity and fascination to know more about the past. Teaching will equip children to ask perceptive questions, think critically and explore evidence.

Through the continued development of oracy skills, we will expand pupil's historical vocabulary which will deepen as they progress through school.

Through our history curriculum, we intend to inspire pupils to develop a love of history and see how it has shaped the world they live in.

Implementation

History is taught through the 'Threshold Concepts' of Understanding Chronology, World History, Investigate and Interpret the Past and Communicate Historically. Each threshold concept is split into knowledge categories that teachers will explore with the children. Deliberate practise of these, whereby knowledge will be revisited again and again, will enable a gradual deepening of their understanding. We believe that learning is most effective with this spaced repetition and the interleaving between topics and frequently revisiting them, aids long term retention.

Teachers will utilise artefacts, purposeful experiences through visits and visitors, and a range of teaching styles in order to develop their understanding of history so that it is in their long-term memory.



Impact

Because learning is a change to long term memory it is impossible to see impact in the short term. However, we do use probabilistic assessment based on deliberate practise. This means that we look at the practices taking place to determine whether they are appropriate, related to our end of key stage goals. We use comparative judgements against Milestone statements, in the tasks we set (POP tasks) and in tracking students' work over time. We use lesson observations to see if the pedagogical style matches our depth expectations.

Impact is also measured through key questioning skills built into lessons, child-led assessment against the objective (WAGBA), and summative assessments aimed at targeting next steps in learning.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: history programmes of study'
- DfE (2015) 'The national curriculum in England: Key stages 1 and 2 framework document'

This policy operates in conjunction with the following school policies:

- Primary Curriculum Policy
- Homework Policy



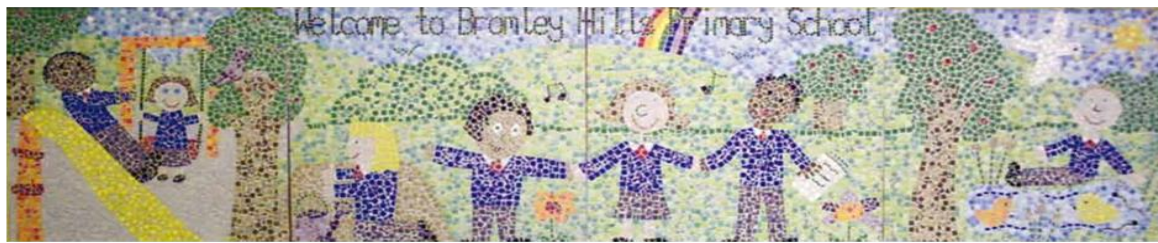
Roles and Responsibilities

The governing board is responsible for:

- Approving this policy.
- Liaising with the headteacher, history coordinator and teachers with regards to pupil progress and attainment in history education.
- Ensuring the history curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Ensuring the history curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the history curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Ensuring this policy is created in accordance with the Primary Curriculum Policy and Homework Policy.
- Updating and maintaining this policy.

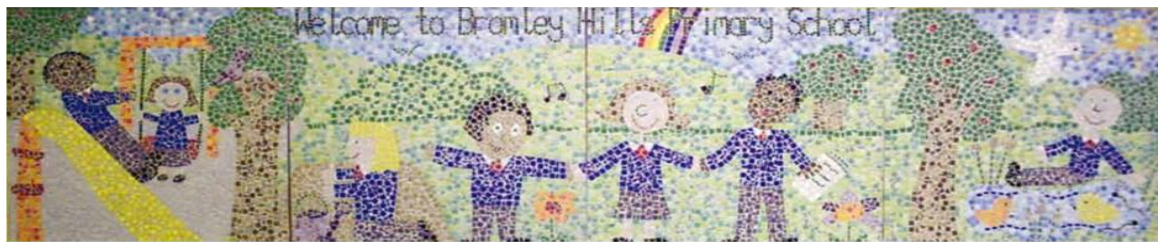


The history coordinator will be responsible for:

- Developing, resourcing and reviewing this policy.
- Planning, instigating and monitoring history teaching programmes.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Working with other staff to teach the subject content.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of pupils' work.
- Keeping up-to-date with current affairs and best practice regarding history.
- Providing guidance, including INSET training to history staff, as part of their ongoing professional development.
- Undertaking the performance reviews of history staff and updating the headteacher.
- Celebrating and promoting the history curriculum and the work of pupils throughout the school.

Staff teaching history will be responsible for:

- Contributing to the development of this policy and teaching programmes, with the history coordinator.
- Developing schemes of work and lesson plans in line with this policy and the objectives of the history curriculum.



- Delivering the history curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording pupils' progress and keeping the history coordinator apprised of this.
- Providing feedback to parents on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days organised by the history coordinator.
- Keeping apprised on current affairs and best practice on their history curriculum, and applying this to their schemes of work.

Teaching

The history coordinator will be responsible for overseeing the planning, resourcing and monitoring of the school's history programme.

The subject matter covered in history reflects the requirements of the national curriculum.

Special focus will be paid to the teaching of the skills inherent in the entire history curriculum taught at the school. These skills include:

- Making accurate observations.
- Asking and answering questions.
- Effectively using the appropriate equipment for measurement.
- Recognising patterns and identifying relationships.
- Predicting and applying knowledge to differing contexts.



- Analysing and interpreting evidence, and drawing conclusions.

The history programme will be delivered by all history staff in a range of teaching and learning situations, with respect to the needs of individual pupils.

Curriculum

The aims of the history curriculum are to ensure pupils:

- Know and understand the history of the UK, and how it shaped the world, as a coherent, chronological narrative, from the earliest times to the present day.
- Know and understand significant aspects of the history of the wider world, such as ancient civilisations; empires and past non-European societies 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 these to analyse.
- Understand the methods of historical enquiry such as using evidence to support arguments.
- Gain a historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.



KS1

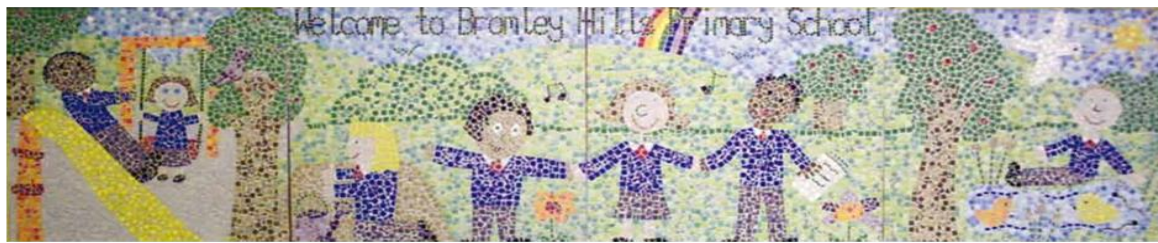
Pupils will be taught about:

- Changes within living memory and changes in national life.
- Events beyond living memory that are nationally or globally significant.
- The lives of significant individuals in the past who have contributed to national and international achievements, used to compare aspects of life in different periods.
- Significant historical events, people and places in their own locality.

KS2

Pupils will be taught about:

- Changed from the Stone Age to the Iron Age in Britain
- Roman Britain
- The Anglo Saxons and Scots.
- The Vikings to the time of Edward the Confessor.
- The Aztec and The Mayan Cultures
- Local history
- Ancient Egypt
- Ancient Greece



Cross-Curricular Links

Where possible, the history curriculum will provide opportunities to establish links with other curriculum areas. This includes:

Geography

- Pupils' geographical knowledge is strengthened through their understanding of other countries' history and the natural and cultural aspects that shaped them.

RE

- Pupils' understanding of the history of religions and belief systems is developed, and how they have shaped the values underpinning modern cultures.

Literacy, Numeracy and Computing

- Pupils use their literacy, numeracy and computing skills to communicate information about the past.

Assessment

Pupils will be assessed and their progression recorded in line with the school's Primary Assessment Policy. Assessment in history will be based upon historical knowledge and understanding.

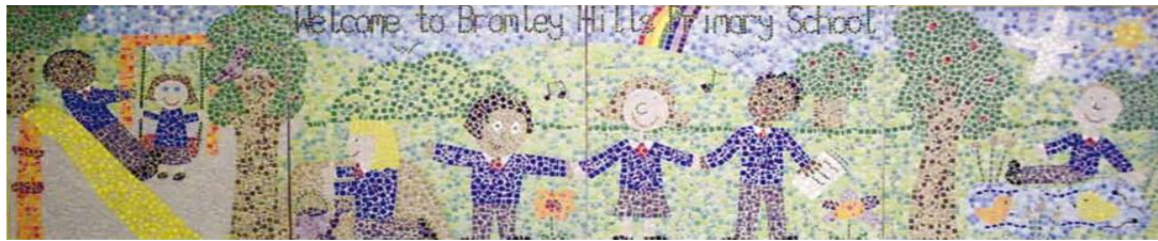
Pupils will be assessed continually throughout the year and will undertake a summative assessment at the end of each topic – known as a POP task. Teachers will be encouraged to cover misconceptions after the POP task. Formative assessment will be carried out informally throughout the year. This will enable teachers to identify pupils' understanding of subjects and inform their immediate lesson planning. The results of end-of-year assessments that has been correlated by formative and summative assessment will be passed to relevant members of staff.

Assessment will take various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against learning objectives
- Specific assignments for individual pupils
- Observing practical tasks and activities
- Pupils' self-evaluation of their work
- Classroom tests and formal exams (POP TASK)

Teachers submit termly assessments and input onto the online O track program. The overview of which is passed to the subject leader.

Parents will be provided with a written report about their child's progress during the Summer term every year. Reports will include information on the pupil's



attitude towards history. Verbal reports will be provided at parent-teacher meetings during the Autumn and Spring terms.

Equal Opportunities

All pupils will be given equal access to the entire history curriculum, including educational visits.

Where required, pupils with SEND will be provided with additional support in order to fully engage with the history curriculum.

Lessons will be adapted to meet all pupils' needs where appropriate, including being considerate of any pupil's protected characteristics, and alternative arrangements involving extra support will be provided where necessary.

The school aims to provide more academically able pupils with the opportunity to extend their historical studies through extension activities such as problem solving, investigative work and research.

Monitoring and Review

The history coordinator will review and evaluate the history work within the school. This policy will be reviewed regularly to ensure that it complies with the latest legislation, guidance and best practice. Any changes to this policy will be communicated to all relevant staff members.