



Brinsley Primary and Nursery School

*Learn today, be a star of tomorrow*

School Policy for

# History

Person Responsible: D Martin

To be reviewed: November 2024

## BRINSLEY PRIMARY SCHOOL

### MISSION STATEMENT

*At Brinsley Primary and Nursery School, we promise you a caring community where everyone can be STARS. As a pupil, you will SHINE and work in our TEAM to ACHIEVE your full potential in an exciting, creative environment; which will inspire you to learn and grow. Through our values, we RESPECT and have empathy for each other- SMILING along the way!*

#### **Why do we teach history the way we do?**

At Brinsley Primary School and Nursery, the History curriculum is designed to develop and inspire, in all our pupils, a life-long curiosity and fascination about the past, looking at events and how they have shaped and changed the world around them.

We aim to deliver a curriculum that:

- Equips children with a thorough understanding of the history of Britain and the world up to the present day.
- Gives children an understanding of chronology, and how some historical events, people and periods of time may have influenced one another.
- Supports understanding that people in the past may have had different values and views to us.
- Ensures progression of knowledge and understanding as children move through school from EYFS to the end of KS2.
- Creates curriculum cohesion by building on previous knowledge and understanding enabling children to discover appropriate connections between areas of study, their local surroundings and that of the wider world.
- Encourages and embraces the knowledge of our own community and enables our children to have an understanding of, and value of where they live.
- Provides opportunities to develop a range of skills, using physical resources and artefacts to support historical enquiries.
- Maximises children's thinking and reasoning by putting greater emphasis on their own questions and providing opportunities for them to develop the skills and knowledge to be able to answer them.

## **How do we teach History?**

In EYFS, the most relevant early years outcomes for history are taken from the 'Understanding the World' area of learning. History is taught as an integral part of the question led topic work covered during the year. Teachers plan opportunities through supported play, talk, stories, pictures and displays, for the children to find out about past and present events in their own lives, and those of their families and other people they know. They also make use of their immediate locality and experience fieldwork in the wider locality.

In Key Stage 1 and 2, History is taught using Focus Education's cross-curricular, enquiry based curriculum that builds upon skills and understanding. Teachers use and adapt, when necessary, the planning provided to teach stimulating lessons which meet the needs of all pupils and the National Curriculum requirements. All children (with the exception of Year 1) study at least two explicit history topics each year which will last for a term. This enquiry topic will be question led eg 'Why were the Ancient Greeks ruled by their Gods?', have a WOW activity, and be closely linked with a book based English curriculum to promote historical writing at length. Where appropriate, links will also be made with other curriculum areas to further develop and embed children's historical knowledge and understanding. For each unit of work, teachers and children use a 'knowledge mat', which contains the historical specific vocabulary and knowledge that children are expected to use and retain within their long term memory. Teachers are encouraged to create opportunities to use the school, local area, wider local area and visitors to the school to further develop and enhance children's historical learning. We also participate in themed days, weeks and historical events, for example Remembrance Day and Black History Month to develop a deeper understanding of the past

## **Programme of Study**

Our curriculum aligns with the Early Learning Goals and the National Curriculum, ensuring children have the opportunities to achieve the skills outlined below:

### **Early Learning goals**

#### **Past and Present**

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

### **National Curriculum**

#### **Key Stage 1**

Pupils are taught about:

- Changes within living memory (y1)
- Events beyond living memory that are significant nationally or globally (y2)
- The lives of significant individuals. Some should be used to compare aspects of life in different periods (y2)
- Significant historical events, people and places in their own locality

#### **Key Stage 2**

Pupils are taught about:

- Changes in Britain from the stone Age to the Iron Age (y3)
- The Roman Empire and its impact on Britain (y4)
- Britain's settlement by Anglo-Saxons and Scots (y5)
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Y6)
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (y5)
- The achievements of the earliest civilizations – Ancient Egypt (y4)
- Ancient Greece (y3)
- A non-European society that provides contrasts with British history – early Islamic civilization (y6)

## **Extra Opportunities**

To extend and enrich learning in history, out of school visits are planned, when applicable. Guest speakers and visitors are also encouraged to visit school to support children's learning.

## **Staffing/Staff development**

- The class teacher has the responsibility to plan and teach the children a broad history curriculum based on the Focus History curriculum scheme used throughout school.
- History is discussed in staff meetings, as and when appropriate.
- Staff will be supported by the History leader, who will monitor work produced by the children.

## **How do we measure the impact of our History provision?**

### **Assessment and Recording**

Children at Brinsley Primary School will develop the knowledge and skills necessary to enable them to be confident historians, who are able to discuss their learning and are ready for the next phase of their learning.

Teacher assessment is incorporated into class teachers' termly and weekly planning. We assess children's knowledge and understanding by questioning, listening and observation of performance in class as an on-going process. Evidence may be in books, on display or shown as models. Children will be assessed against the objectives for history during the term that it is taught. These will be based on teacher's professional judgement and will be recorded on o-track, a whole school assessment tool. Assessment is made continuously, based on observation and discussion, in order to ensure that teachers can plan appropriate historical investigations.

Impact will also be measured through the following ways by the history leader:

- Book looks
- Displays
- School social media and Class Dojo
- Learning walks
- Observations
- Pupil voice
- Staff questionnaires