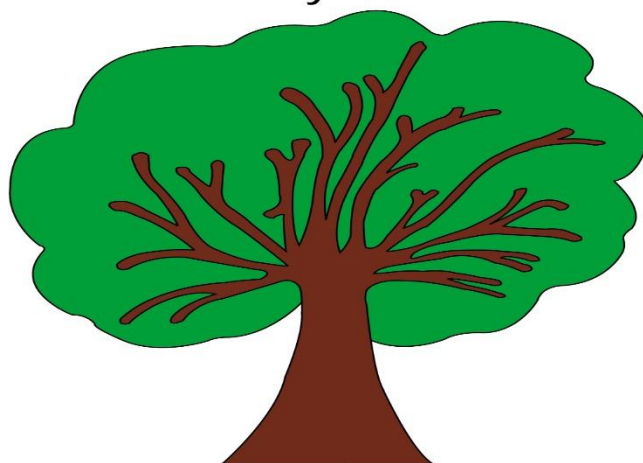


BURSTWICK COMMUNITY **PRIMARY SCHOOL**

Burstwick Community
Primary School



Branching Out
Into The Community

HISTORY POLICY

At Burstwick Community Primary School we aim to provide a safe, secure and stimulating environment within which all children feel cared for, supported and happy, where children can achieve highly and let their imagination flourish.

We aim to prepare children for adult life and the world of work through developing an enthusiasm for learning and a willingness to persevere in the face of challenge.

At Burstwick Community Primary School, it is our intention to raise standards by promoting a school ethos which is underpinned by core values. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere.

The values we focus on are:

**** Believe * Unique * Resilient * Safe * Tolerant * Worthy * Independent * Creative * Kind-hearted ****

We are BURSTWICK!

Statement

A high-quality history education equips pupils to think critically, weigh evidence, sift arguments, and develop perspective and judgement. A knowledge of Britain's past, and our place in the world, helps us understand the challenges of our own time.

Aims

Objectives for the teaching of History are listed in the National Curriculum document, but pupils should be taught the following knowledge, skills and understanding:

- Chronological understanding;
- Knowledge and understanding of events, people and changes in the past;
- Historical interpretation and why historical events have been framed in different ways.
- Historical enquiry – how is evidence used to make historical claims?
- Organisation and communication
- Ability to construct a historical debate/argument.

To achieve the above, we should ensure that:

- The children are given access to a wide range of historical sources.
- All children appropriately supported to achieve the same historical objective.
- Cross-curricular links are exploited but historical objectives remain explicit.
- Children are given opportunities for off-site visits.

Teaching and Learning

The place of history in the curriculum can be seen in the:

- Long term Plan – Identifying areas of focus.
- Termly outline plans – Covering the topic for the term and devised by the class teachers.
- Short term lesson plans of class teachers.

History Curriculum Planning

We teach History to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning needs. All pupils will receive appropriate, challenging, planned work in order to cater for their needs.

Throughout their time in our school all children will be supported and encouraged to achieve their personal best.

Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. We are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

Inclusion

Adaptation of learning objectives, tasks, teaching methods and resources are planned for children with special educational needs and/or disabilities (SEND). All pupils will be challenged with open-ended tasks and questions.

Organisation of History

Early Years Foundation Stage (EYFS)

The Early Learning Goals establish expectations for most children to reach by the end of the Foundation Stage. In the area of Understanding of the World, pupils are encouraged to find out about past and present events in their own lives and in those of people familiar to them. Pupils are developing the crucial knowledge, skills and understanding that help them make sense of the world.

History is taught through the 5 key elements of:

- Chronological understanding
- Knowledge and understanding of events, people and changes in the past
- Historical interpretation
- Historical enquiry
- Organisation and communication

It may not be appropriate to include all elements within each study unit.

Key Stage 1 (KS1)

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

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

Key Stage 2

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure progression, teachers should combine overview and in-depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in- depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world • A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Assessment for learning

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer marking – the children regularly peer mark and are encouraged to comment on each other's work using vocabulary related to the skill taught, evaluation, self-assessments, traffic lighting achievement against objectives and success criteria. Through these, both children and adults are able to recognise the progress being made.

At Burstwick Community Primary School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.

Resources

The whole school's history resources are stored by topic in the Resource Boxes on the shelves in the IT suite. After use, books and equipment should be returned promptly and stored neatly.

The History Lead should be informed of all defects and breakages as soon as possible. The Leader should be informed of any special equipment or resources that are required.

Roles and Responsibilities

Head Teacher and Governing Body

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and outdoor areas are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality teaching.

History Lead

- To have an impact on raising standards of attainment for History across the whole school.
- Ensure the effective implementation of the National Curriculum for History.
- To monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs.
- To maintain the availability of high quality resources.
- To maintain an overview of current trends and developments within the subject.
- To ensure, together with the Head Teacher, a rigorous and effective programme of lesson observation monitoring.
- To ensure a regular and effective programme of analysis of children's work through monitoring is in place.
- To ensure a regular and effective programme of analysis of short-term planning is in place.

Class Teachers

- Ensure the effective implementation of the National Curriculum for History.
- Make effective use of Assessment for learning within History.
- To ensure work is differentiated to enable all children to reach their full potential.

Teaching Assistants

- To support the class teacher in the effective implementation of History.

Parents / Carers

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' evenings to discuss children's progress.
- Sending an annual report to parents/carers in which we explain the progress made by each child and indicate how the child can develop their learning.
- Explaining to parents how they can support their children with any home learning.

We believe that parents/carers have the responsibility to support their children and the school in implementing school policies. We expect parents to:

- Do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for school and for taking part in activities.
- Inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.

Safeguarding

The school is committed to safeguarding and promoting the welfare of all children and staff. We expect all staff and volunteers to share this commitment. Through the construction and writing of policies, we share our commitment; and through our curriculum provision, safeguarding is taught both explicitly (directly) and implicitly (indirectly).

We believe that all children have the right to learn in a supportive, caring and safe environment, which includes the right to protection from all types of abuse. Staff are vigilant for signs of any child in distress and we are confident about applying our safeguarding procedures to avert and alleviate any problems.

Monitoring and Review

Burstwick Community Primary School's History Policy is monitored regularly by the Senior Leadership Team (SLT), who report to the governors about its implementation and effectiveness. This is to be done through regular work scrutiny and will be monitored for whole school consistency and evaluated for impact on children's learning and outcomes. Governors are kept informed via the termly Headteacher's Report.

This Policy will be reviewed at every 3 years through discussion with all staff and Governors.

Date agreed: February 2025

Date to be reviewed: February 2028 or as guidance is issued from the Department for Education (DfE) and/or Local Authority (LA).

Approved	Name	Signature	Date
Chair of Governors	<i>Mr Andrew Johnson</i>		
Headteacher	<i>Mr Ian Cutts</i>		