



Bowness-on-Solway School

Policy for History

This policy outlines the teaching, organisation and management of history taught and learnt at Bowness-On-Solway Primary School.

The aim of history teaching is to stimulate the children's interest and understanding about the life of people who lived in the past.

At Bowness-On-Solway, we use a creative, topic-based curriculum and because of this the relevance of history is not limited to its own discipline but is enlivened by its links with, for example, geography, art, literacy, music and RE. The teaching of history will be wholly integrated into our creative curriculum topics with skills linked to the National Curriculum. With its position at the end of the Roman Wall, the school is at the heart of an ancient village in an area rich in history and history is therefore very much alive.

We help pupils gain knowledge and understanding of Britain's past and that of the wider world. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain. By considering how people lived in the past, they are better able to make their own life choices today. In our school, we teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and by doing so, to develop the skills of enquiry, analysis, interpretation and problem solving.

Aims and Objectives

Through the study of history, we aim to give our children:

- Curiosity, interest and respect for the past;
- An understanding of how this past affects the present;
- A thorough understanding and knowledge of the history of our area so that they feel a pride in its past and a responsibility for its future;
- A good understanding of the rich history of the Border areas, from Roman times, to the Reivers to the part it played in World War 2;
- First hand, real experience of the above by ensuring children go out frequently around our area and further afield;
- An interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- An understanding of how Britain is part of a wider European culture and to study some aspects of European history;
- A knowledge and understanding of historical development in the wider world;
- We want to help children to understand society and their place within it, so that they develop a sense of their cultural heritage;
- To enable children to know about significant events in British history and to appreciate how things have changed over time.

In learning history, pupils will:

Work creatively through topic / thematic based units to encourage breadth of study and to ensure that pupils can compare their lives to those of individuals or groups in the past.

Pupils will study the everyday life and cultures of people in the past and make comparisons with their own lives and experiences.

Pupils will compare a range of historical events to gain knowledge of change and evolution.

Pupils will be given an understanding of chronology.

Pupils will recognise that some things change and others remain the same.

Pupils will be made aware that historical events often have more than one cause and consequence.

Pupils will be introduced to ideas about using evidence.

As they grow in confidence, begin to pose and investigate their own questions about the past.

Teaching Strategies

We begin the teaching of history in Class 1, relating history to the objectives set out in the EYFS Curriculum - in particular, developing children's knowledge and understanding of the world.

We teach through child-initiated learning with children being asked what they would like to learn about at the beginning of a topic.

History lessons are taught discretely in key stage 2, however these are often linked through an integrated approach linking it with all other areas of the curriculum.

- We always explain what we want pupils to know, to understand and to be able to do through the history they are about to do.
- We often use a key question to direct pupils' thinking / enquiry about the past and this is often extended to challenge those pupils who are more able.
- Subject-specific key facts will be learnt through each area / topic. This area of invaluable knowledge will be learnt and then subsequently referred back to as recall throughout the year. We will endeavour to 'know more and remember more'.
- We use a range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT-based materials, data and TV / video extracts.
- We work in a variety of contexts: individually, in groups and as a whole class.
- Children present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, collage, timelines, sketches and maps, thus varying the resources and activities to ensure each pupil can be effective in finding out about and trying to explain the past.
- We will differentiate to ensure that the varying needs and abilities of the children will be catered for through tasks differing in difficulty and outcome. Work will be in the form of whole class / group or individual work and appropriate strategies will be employed for the very able and those with special educational needs.

In history, pupils are encouraged to be open-minded and to try and make sense of what they see and find out.

Entitlement

History is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programmes of study and key skills are identified and covered through our creative curriculum.

All pupils are entitled to access the history curriculum at a level appropriate to their needs arising from race, gender, ability or disability. Outside visits are encouraged. A standard risk assessment has been approved for class use of the church and Bowness village - a great local resource.

History Curriculum Planning

We use the National Curriculum scheme of work for history as the basis for our curriculum planning in history, but we have adapted this to our local context. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

The long-term plan maps the history topics studied in each term during each Key Stage; the children study history topics in conjunction with other subjects, especially at Key Stage 1. Some topics have a particular historical focus and in Key Stage 2 we place an increasing emphasis on independent historical study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

Assessment

Pupil assessment of their progress in history related to knowledge, skills and understanding takes place through question and answer sessions, written work and class discussions. We focus on assessing one topic at a time, and we assess children's work in history by making informal judgments as we observe children during lessons, question, talk and listen to children, and review their written work. On (or during) completion of a piece of work, the teacher marks the work and feeds back as necessary. Formal reporting takes the form of teachers providing a series of 'can do' statements related to the skills and concepts developed in lessons.

Monitoring and Evaluation

To monitor and evaluate history, the subject leader will have responsibility for securing high standards of teaching and learning in history and evaluate their effectiveness. They will do this by monitoring teachers' medium term planning and ensuring key skills are being covered thoroughly and with purpose. Monitoring takes place regularly through sampling children's work, and teacher planning, through book scrutiny and lesson observations.

The subject leader:

- Supports teachers via informal discussions about the teaching of history within their year group, reviews and purchases resources;
- Regularly carries out audits, book scrutiny and resource audits;
- Sets an action plan which is shared with governors and the head and reviewed regularly.

Roles and Responsibilities

It is the role of the history co-ordinator, under the guidance of the headteacher, to:

- Organise history within the curriculum and to ensure progression and development;
- Assist with and monitor planning and quality of delivery within the curriculum;
- Keep abreast of developments within history and carry out INSET when required;
- Monitor and update resources and draw up a budget.

The Role of the Governing Body

Governors are responsible for ensuring the effective delivery of the National Curriculum. The subject leader will ensure that the governing body is kept up to date with the actions and initiatives which are relevant to the subject.

Health and Safety

This document needs to be read alongside our Health and Safety Policy and Off-Site Activities Policy.

This history policy will be reviewed every 2 years, and appropriate amendments will be made where needed.

Policy written and adopted by Bowness-on-Solway Primary School staff **January 2023**.

Ratified by Governing Body **January 2023**.

Date to be reviewed **January 2025**.

Role	Print Name	Signed	Date
History Subject Leader	Amanda Graham	<i>A. Graham</i>	<i>18.1.23</i>
Headteacher	Stuart Walsh	<i>S. Walsh</i>	<i>18.1.23</i>
Chair of Curriculum Committee	Gill Barker	<i>G. Barker</i>	<i>18.1.23</i>
Chair of Governors	Rachael Holliday	<i>R. Holliday</i>	<i>18.1.23</i>