



BENGEWORTH CE ACADEMY

HISTORY POLICY

2022 - 2023

September 2022



Bengeworth
Multi Academy Trust

Brilliant People • Better Schools • Bright Futures



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STATEMENT OF INTENT

Curriculum Intent

At Bengeworth CE Academy, we provide a broad and balanced curriculum which is underpinned by our values and core beliefs and aims. Our intent and vision is to provide inspirational learning experiences that will ignite sparks within the children and enable them to develop as confident, articulate and happy individuals who achieve academic excellence, prepared for the wider World ahead of them.

We have taken great care to design our curriculum to achieve our vision and ensure that our values underpin it. We aim to ensure that the curriculum is exciting and challenging and reflects and nurtures children's interests and needs and celebrates the many successes of our children. Links between subjects are made to ensure there is an engaging and relevant context within which to learn and topics are used as the driving forces for each half term/term's focus. We strive to create and provide opportunities for the children to develop their creativity and imagination; promoting new interests and an awareness of the wider world. We are fully committed to teaching the vital life skills children need in order to be safe and happy in and out of school.

Subject Intent

Our aim is that children develop the skills to think and talk like a historian. In doing so, children can make links to the real world, immersing themselves in discussions which help to develop their reasoning and explanation of historical events. Visits to specific local areas, as well as visitors coming into school, help bring history to life and play a part in children realising their own aspirations. Our history curriculum reflects the experiences of our pupils in their local area, creating an immersive range of learning experiences that are relative and relatable.

There are four sub-strands within our history curriculum:

- To investigate and interpret the past
- To build an overview of world history
- To understand chronology
- To communicate historically

The specifics for what each sub strand entails are detailed in the BAD (Basic, Advanced, Deep understanding) grids.

Legal framework

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

- DfE 'Statutory framework for the early years foundation stage' 2021
- DfE 'history' programmes of study: key stages 1 and 2' 2013

IMPLEMENTATION

The Early Years Foundation Stage (EYFS) Early Learning Goal (ELG) within Understanding the World, states:

ELG: Past and Present. Children at the expected level of development will:

- 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.

KS1/KS2 – The national curriculum for History aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain 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 them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – Key Stages 1 and 2
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

In all year groups, the skills within four sub strands are built upon year on year. The sub strands for History are:

- To investigate and interpret the past
- To build an overview of world history
- To understand chronology
- To communicate historically

Key Stage 1

Pupils should 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.
- Significant historical events, people and places in their own locality.

Key Stage 2

Pupils should be taught about:

- In relation to Britain; the Stone Age to the Iron Age, the Roman Empire, the Anglo Saxons and Scots, the Vikings to the time of Edward the Confessor.
- The earliest civilisations.
- Studies on local history, an aspect of British history beyond 1066, Ancient Greece, a non-European society such as Baghdad c. AD 900 and another ancient civilisation.

ROLES AND RESPONSIBILITIES

The History Coordinator is responsible for:

- Developing, resourcing and reviewing the school's History Policy.
- Planning, instigating and monitoring 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 children's 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.
- Celebrating and promoting the history curriculum and the work of pupils' throughout the school.

All teaching staff are responsible for:

- Contributing to the development of the History Policy and teaching programmes, with the history coordinators.
- Developing schemes of work and lesson plans in line with the school's History Policy and the objectives of the history curriculum.
- Facilitating the teaching of their history curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording pupils' progress and keeping the history coordinators apprised of this.
- Providing feedback to parents and carers on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET organised by the history coordinators.
- Keeping apprised on current affairs and best practice on their history curriculum, and applying this to their schemes of work.

TEACHING

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

The subject matter covered in history reflects the requirements of the National Curriculum, which came into effect on 1 September 2014.

Special focus will be paid to the teaching of the skills inherent in the entire history curriculum taught at Bengeworth Academy.

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 staff in a range of teaching and learning situations with respect to the needs of individual pupils.

Learning Outside The Classroom (LOtC) and opportunities for practical activities will be provided regularly.

IMPACT

Equal Opportunities

- We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.
- In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted and the delivery of the geography curriculum is differentiated for these pupils.
- The planning and organising of teaching strategies for each subject will be reviewed on a **termly** basis by the **subject leader** to ensure no pupil is at a disadvantage.
- The school aims to maximise the use and benefits of history as one of many resources to enable all pupils to achieve their full potential.

Teaching and Learning

The school uses a variety of teaching and learning styles in geography lessons. The main aim of these lessons is to develop pupils' knowledge, skills and understanding.

The following skills are key to development, and we promote these through our creative, broad and balanced curriculum:

- Communication.
- Application.
- Information Technology.
- Working with others.
- Improving own learning and performance.
- Problem solving.
- Mastery of key knowledge, understanding and skills within a coherent, broad and balanced curriculum
- Global, Social, Health, Environmental, Entrepreneurial, Spiritual, Moral, Social and Cultural awareness and understanding.
- Deeper level Thinking and Learning Skills.
- Meaning and purpose to children in the here and now, and prepare them for the next phase of their education and for their future.
- Widening of horizons and raising aspirations about the world of work and further education through increased Cultural Capital.
- Recognition that personal development is essential to wellbeing and success.

The **classroom teacher**, in collaboration with the **subject leader**, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising SPs to ensure that pupils are effectively supported.
- Increasing oracy skills by allowing opportunities for discussion and reasoning and explanation

Planning

Curriculum Maps are used to outline the learning journey of each year group over the year which identifies key texts, topics, learning objectives, enterprise opportunities, trips and visits and shows how skills and knowledge will be built upon from the previous year whilst providing an engaging and broad curriculum for the year.

Medium-term planning gives clear guidance on the skills and knowledge that we are developing within each topic/subject, showing progression from the previous year. Regular reviews take place every term.

Short term weekly planning journals are then used to map the journey within each week of the children's learning outlining key learning objectives, activities and opportunities.

Assessment and reporting

- Pupils will be assessed and their progression recorded in line with the school's **Assessment Policy**.
- In Reception the EYFS profile will be completed for each pupil in the final term. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.
- The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum.
- Throughout the year, teachers will plan in accordance with the Foundation Subject Assessments and use this in order to gauge whether pupils have achieved the key learning objectives.
- Assessment will be undertaken in various forms, including the following:
 - Talking to pupils and asking questions
 - Discussing pupils' work with them
 - Marking work against the learning objectives
 - Pupils' self-evaluation of their work
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.
- Parents will be provided with a written report about their child's progress during the **Summer** term every year. This will include information on pupils' attitudes towards history, understanding of methods, investigatory skills and the knowledge levels they have achieved.
- Verbal reports will be provided at Parents' Evening during the **Autumn** and **Spring** terms.
- The progress of pupils with SEND will be monitored by the **Inclusion Lead and Class Teacher**.

Resources and equipment

- The school has a selection of centrally-stored materials, tools and equipment to ensure that all pupils have access to the necessary resources.
- The school library contains an array of resources and topic books to support pupils' research.
- At the **start of every school year**, the **subject leader** will conduct an audit of the school's **history** resources to ensure there is sufficient equipment for pupils. This will be shared with the Head of School and funds will be allocated where necessary.

Monitoring and review

- This policy will be reviewed annually by the subject leader and the Headteacher
- Any changes made to this policy will be communicated to all members of staff.
- All members of staff directly involved with the teaching of history are required to familiarise themselves with this policy.

The scheduled review date for this policy is **September 2023**.

APPENDICES TO SUPPORT SUBJECT AREA
INCLUDING RESOURCES

The British Museum

<https://www.britishmuseum.org/>

Schools history.org

<https://schoolshistory.org.uk/topics/>

Active History

<https://www.activehistory.co.uk/>

Historical Association

<https://www.history.org.uk/primary/resource/3620/primary-topic-websites>

Bengeworth

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