



INCLUSIVE LEARNING FEDERATION

Bradwell Village School

History Policy

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History Policy

Introduction

At Bradwell Village School we are committed to providing all children with learning opportunities to engage in history. This policy sets out a framework which teaching, and support staff can work from.

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural, and economic relationships. History helps children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – knowledge and skills that are prized in adult life.

Intent

We aim for History to fire the children's curiosity about the past in Britain and the wider world and for it to be an essential part in preparing the children for living and working in the contemporary world. We aim to develop the pupils' ability to be able to consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, we aim for the children to develop a chronological framework for their knowledge of significant events and people in order to see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes, and values.

Our history curriculum is designed to engage, inspire, and challenge pupils, equipping them with the knowledge and skills to investigate a range of different historical sources and ask questions about these whilst using these skills in other areas of the curriculum.

We aim for all children by the end of year 6 to:

- address and sometimes devise historically valid questions about change, cause, similarity and difference and significance;
- construct informed responses that involve thoughtful selection of relevant historical information;
- understand how our knowledge of the past is constructed from a range of sources;
- make confident use of a variety of sources for independent research;
- show a clear understanding of a specific period in history;
- note connections, contrasts and trends over time and show developing appropriate use of historical terms;
- use evidence to support arguments.

In terms of historical skills, children should be able to:

- sequence events chronologically;
- use different sources to find out about the past;

- use evidence to compare and contrast different times in history;
- investigate a range of different historical sources and ask questions about these.

To ensure that our History curriculum reflects British Values, PSHE and SMSC we aim for the pupils to build up an understanding of how the history of the world, and Europe in particular, has had an impact on our lives today. They will also learn how nations have worked together to form alliances and how they continue to do so.

Implementation

In key stage 2 the children study the following topics:

- Mayan civilization
- Ancient Greece
- The Indus Valley
- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Vikings
- Anglo Saxons
- Ancient Egypt
- Benin

To ensure that all children in Bradwell Village School have access to the curriculum, History planning across the school shows adaptation for different ability groups. Enrichment weeks involve all children and explore a range of cultural and social dimensions through different activities. History is accessible to all through topic lessons and creative weeks. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Pupils will be exposed to historical terminology through their lessons and will explore, discuss, and use these words in context. This knowledge will be built on as they progress through the school

To implement our intent, opportunities are given through lessons, linking history to scientific, linguistic, mathematical, physical, musical, and geographical content. The content of our enrichment weeks changes and is not usually repeated and often embraces opportunities to integrate and reflect social trends and innovations. The history curriculum has a progression of knowledge and skills outlined, which also includes an outlook of what each year group is expected to know at the end of the academic year. Children are encouraged to make observations on historical events, take part in whole days such as Roman Day and Vikings day.

To encourage progression throughout the school, pupils continue to apply and develop a broader range of knowledge and skills, learning how to use these in different ways and link them. They develop knowledge of how to improve and learn how to evaluate in order to recognise their own success. The curriculum has a progression of skills, tools and techniques outlined.

To ensure the curriculum is accessible to all we achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity depending on the ability of the child.

History is taught by qualified teachers. Some specialist artefacts are available for History lessons and projects and a variety of books are housed in subject boxes ready for each year group. Lessons are well resourced, and the children have a variety of primary and secondary sources to access the learning. Each classroom has a timeline which is used throughout each subject to give the children an understanding of different times in history and chronology.

Our History planning promotes communication in the use of specific and precise language involving historical terminology, phrases, and critical thinking. Pupils will be exposed to Historical terminology through their lessons and will explore, discuss, and use these words in context. This knowledge will be built on as they progress through the school.

Special Educational Needs Disability (SEND) / Pupil Premium / EAL/ Higher Attainers

All children will have Quality First Teaching and an adapted Curriculum. A variety of teaching methods and resources are used to cater for individual learning styles and needs, and to maximise participation/ engagement in lessons, e.g., games, oral presentations, cloze procedures, role-play, dictation, dictionary work, videos, etc. Our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Any children with identified SEND or in receipt of Pupil Premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs.

Adaptations to the Curriculum for Pupils with SEND

The subjects in our curriculum are ambitious for all pupils, including children with SEND. Curriculum Leaders have high expectations of what SEND pupils can achieve. The curriculum is not diluted or unnecessarily reduced for SEND learners.

Individual needs

We understand that every pupil is different and so, what works for each pupil will vary. There are general practices which are likely to improve learning and achievement for SEND pupils, but the success of any adaptations will depend on how pupils' individual needs have been considered and met.

Curriculum Planning

SEND pupils, like all pupils, benefit from careful consideration of the components of a curriculum. These should be introduced in manageable 'chunks'. The size of these chunks might differ between different groups of pupils depending on their individual needs. The chunks should be sequenced in a coherent way to enable pupils to build on prior

knowledge. Too much information at once can be a barrier to learning and can reduce the chances of pupils remembering what they are being taught.

Instruction and Working Memory

SEND pupils will benefit from instruction which is matched to their needs. This means that teachers choose methods of instruction (e.g. precision teaching) which increase the chances of SEND pupils being able to pay sufficient attention to the curriculum objectives while understanding that overly elaborate tasks can make it more difficult for SEND pupils (particularly those with receptive language delay) to learn the curriculum content. We ensure that working memory is always considered. Where working memory is an issue for SEND pupils, it can be effective to reduce extraneous load as much as possible as well as isolating key information when teaching. We support pupils to pay attention to the content which they are expected to learn.

Any adaptations to the History curriculum should depend on pupils' specific needs but might include supporting pupils to pay attention to the key aspects of the curriculum objects as well as reducing excessive or unhelpful demands on working memory. These adaptations should be in how the subject is taught rather than the content pupils are expected to learn. This is because of the importance of background and contextual knowledge. We ensure that the curriculum is not reduced as this will make later learning more challenging

Remote learning

Children have access to learning resources delivered through Padlet or Google classrooms and they are able to respond to the tasks set either through the above platforms or by emailing their work to their class teacher.

Developing staff's knowledge and understanding of history

To enable the staff to deliver an effective curriculum for History, subject leaders provide the planning for each class following discussions with the class teachers. During the weekly teachers' meetings there are opportunities for subject leaders to lead sessions to develop class teachers' understanding of the historical subjects planned for the term.

Assessment and Impact

Formative and summative methods of assessment are used in History and children are given next steps to complete after each lesson. These are adapted to suit all abilities.

Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas. These targets are shared and verified by the teachers, as necessary. They will also record what they have learned from their starting points at the end of every subject.

Summative assessments use the outcomes of work which are regularly monitored to ensure the individual child has a sound understanding of the key identified knowledge. Class teachers

assess children's knowledge and understanding of History prior to recording them on Insight. At the end of each term, the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum and Insight is used to assess progress.

Children have a good grounding of knowledge and skills to help them in the next stage of development. Year teams work collaboratively to support each other in the teaching of history and evaluate the strengths and weaknesses, indicating areas for further developments.

Teachers assess understanding and make professional decisions as to whether an objective has been embedded or needs further consolidation. Tasks are completed by children to meet year group expected or greater depth standards.

Individual teachers are responsible for the standard of children's skills and techniques and for the quality of their teaching in History. Lessons are evaluated and adapted for future use, year teams evaluate the strengths and weaknesses of lessons and indicate areas for further improvement.

Monitoring

This policy is monitored through:

- lesson observations;
- learning walks;
- work scrutiny;
- the monitoring of planning;
- progress data.