

## **BURTON BRADSTOCK SCHOOL**

### **History Policy**

At Burton Bradstock School we deliver a creative curriculum where subjects are taught within a whole school theme, called a Learning Quest, each term. This approach encourages our pupils to use their imagination and make links across topics and subjects thereby giving depth and breadth to their knowledge as well as the ability to learn and apply a range of skills in different contexts.

### **Introduction**

*“A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.”*

National Curriculum 2014

### **Aims**

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

### **Planning History**

We operate a planning procedure agreed by the whole teaching staff, based upon the National Curriculum for History and Early Years Foundation Stage. Units of work have been planned to give children a chronological understanding of history where possible and to tie in with our termly Learning Quests, where applicable. We develop termly and weekly plans which give details of appropriate activities and outcomes.

### **Equal Opportunities**

The teaching of History will be in accordance with the present policy for Equal Opportunities. We aim to provide equal access to History for those children with Special Educational Needs and those pupils who are very able and require extension activities, through small group work and through the use of Classroom Assistants' help where available.

### **I.C.T.**

Opportunities for using I.C.T. available in the classroom and the school are built into the planning, delivery and assessment of this subject. Computers and Learn Pads are available, which have appropriate programs and links to useful resources.

### **Evaluation and Assessment**

The assessment of History is an integral part of teaching. It allows teachers to identify what has been learned and to monitor pupils' progress. Children's work and performance will be assessed according to the agreed school policy. The teacher passes on relevant information to other teachers. Staff hold termly parents meetings and written annual reports are forwarded to parents in the summer term.

### **The Role of the History Co-ordinator**

- To purchase, organise and maintain teaching resources.
- To encourage and assist in-service training.
- To keep up-to-date by attending courses and feedback sessions organised by LA, Cluster groups, MAT or other colleagues.
- To provide guidance and support in implementing NC and schemes of work;
- To advise the Headteacher of action required to develop the subject;
- To offer specialist advice and knowledge for SEN and gifted pupils
- To encourage ways of involving parents in their children's learning
- Monitor planning, teaching and learning

The over-riding task must be to provide support for all who teach this subject and so improve the quality and continuity of History teaching and learning throughout the school.

\*This policy should be read in conjunction with the school's Curriculum Policy and Assessment Policy.