

Beaver Road Primary School

History Policy

December 2023

“You can't really know where you're going until you know where you have been.”

-Maya Angelou

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

The importance of history to our curriculum:

History is a subject which is widely enjoyed by pupils across all years at Beaver Road. We challenge our students in their thinking, the way in which they act and the way in which they perceive and relate to others. We firmly believe that History helps children to develop an awareness of themselves and their peers within the context of local, national and international events. History engenders a sense of identity, recognising the changes that have taken place which have led us to the world as we know it today. In celebrating our diverse heritage, History can help to promote both diversity and inclusivity. The skills required for learning about the past not only lead to pupils becoming critical, independent thinkers but also contribute to the development of a range of skills necessary for life such as literacy, numeracy and social skills.

We recognise that children start their journey through History at primary level and that this stage is crucial in embedding the practices, knowledge and skills of the historian, which pupils will continue to develop throughout their education. This journey should allow pupils to develop their curiosity, engage their minds in complex thinking and, most of all, it should be fun and exciting to ensure that pupils develop a genuine love for the subject and their shared history.

Aims of the History Curriculum at Beaver Road:

- Provide a high-quality history education which will help pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- Develop pupils' ability to ask and answer history based questions, using a range of historical materials.
- Support pupils in their understanding of key historical concepts.
- Support pupils become critical, independent, creative thinkers
- Develop a genuine love and curiosity for History within our pupils.

History Curriculum Objectives:

The above aims are to be achieved through:

- Using Development Matters (2021) and following the EYFS Framework (2021)
- Following the National Curriculum (2014) for KS1 and KS2.
- The development of a chronologically based delivery of the National Curriculum for History (2014) from year 3 to year 6
- The delivery of high quality, enquiry based lessons
- Planning for progression in pupils' development of a range of history skills from Early Years Foundation Stage to Year 6, including the ability to ask and answer history related questions and present their findings
- Exposing pupils to an increasing range of historical resources
- Promoting the use of research and enquiry skills
- Utilising the external environment to exemplify elements of local and national history
- Adopting a range of learning and teaching approaches to ensure that all pupils can access the history curriculum and show what they have learnt
- Staff awareness of how the development of pupils history skills at primary level prepare them for study of the subject at secondary level and beyond
- Making cross-curricular links where appropriate to enhance pupil understanding of History
- Embedding key concepts of **continuity and change, significance, similarity and difference** and **cause and consequence** and **chronology** and our 'big ideas' of **migration, trade, diversity and local history** into our curriculum from EYFS to KS2.

What do EYFS children learn in History?

Teachers use Development Matters and the Statutory EYFS Framework (2021) to plan and assess **Understanding the World- Past and Present**. In Nursery, children are making sense of their own life story, from birth to four. Maths is incorporated into their teaching and learning of past and present through discussion of time and sequencing events. In Reception, children continue to build on their own life story and look beyond this by looking at the lives of their parents and grandparents. Children are encouraged to look at the lives of significant people who have had an impact on the world. Parents of children working in the EYFS are invited to share information about their children's lives and experiences on Tapestry.

What do KS1 children need to learn in History?

Our Year One and Two children build on their prior learning in History by learning in more detail about the lives of people and events from a more distant past. Year One children learn about continuity and change through researching and discovering more about the childhoods of their grandparents and the similarities and differences between those periods. When children reach Year Two, they will further develop their enquiry skills and will spend much time considering change and significance through different periods.

What do our KS2 children need to learn in History?

At Beaver Road, we have mapped a curriculum that is chronological from Year 3 to Year 6. Our children learn about different historical concepts and the significance and impact that different periods have had on life today. They learn that there is an overlap of some time periods and develop an appreciation that some things happened more quickly than others. They further build on their knowledge and skills from previous learning and use of enquiry skills.

How much time do we have for History?

KS1 and KS2 classes have two History focussed learning challenges per year. Historical concepts, 'big ideas' and relevant historical knowledge is weaved into each topic across the year.

Pupils must experience History, this is done through trips to significant and meaningful places. We are looking to use our locality in Manchester to further explore the children's knowledge and understanding of local history.

In March 2024, there will be a History club for our Year 3 children. The focus will be 'The History of our School.'

The contribution of History to teaching in other curriculum areas

English

History contributes to the teaching of English at Beaver Road by actively promoting the communication skills of reading, writing, speaking and listening. They use reference books and develop research skills when finding out about historical events. History is also used to stimulate discussion or creative writing. Through working with others (KAGAN structures), children develop their ability to communicate ideas effectively.

Mathematics

History lessons help children to understand the concept of chronology. Timeline work encourages children to order events using their knowledge of ordering numbers, including discussion of the concepts of BC and AD (or the more secular BCE (Before the Common Era) and CE (Common Era).

Information and communication technology (ICT)

The children use iPads to research historical events and significant people. Videos and photographs are used to enhance children's learning.

Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. In lessons, the children learn to work effectively with other people and build up good relationships.

Spiritual, moral, social and cultural development

We encourage children to reflect on the important effect that events in history have had on people's quality of life. Children at Beaver Road School have the opportunity to encounter learning about history from many cultures, and through their growing knowledge and understanding, they develop more positive attitudes towards other cultures and societies.

Teaching History to children with SEND:

We teach History to all children, whatever their ability, in accordance with the school ethos of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of the children with learning difficulties, and our work in History takes into account the targets set for individual children in their learning plans. In many year groups, educational visits and workshops are planned during History topics. This provides enrichment opportunities for all children.

Assessment and Recording:

Throughout each History topic, teachers assess children's knowledge and understanding through carefully planned assessments. They build on children's prior knowledge and Teachers in KS1 and KS2 assess History at the end of February and June. This provides the subject leader with a clear picture of the children's strengths and areas for development across the year groups and enables progress to be tracked mid-way through the year and end of year. EYFS children are assessed in Past and Present at Baseline, in February and at the end of the year. Subject Leaders look at progression and address any issues which arise as a result of the completed assessments.

The learning environment:

The subject leader will ensure that the History display board in school reflects the teaching and learning of our children across the year groups at the school. Meaningful and supportive displays will be created by teachers in classrooms when History is the main focus of the half term.

Leadership and management roles in History:

It is the role of the subject leader to look to improve their own knowledge and understanding of the subject. The subject leader has the responsibility to take a lead in developing history further across the school and monitor the effectiveness of teaching and learning and the use of resources. Teachers can expect informal support from the subject leader.