

Broadbottom C of E Primary School



“Let your light shine”, Matthew 5:16

History Policy

Signed.....

Dated.....



OVERVIEW

At Broadbottom CE (VC) School we aim to help all pupils to develop a historical knowledge covering an understanding of:

- time
- place
- people
- events

We use the National Curriculum History Guidelines as the basis for our scheme of work and we will make meaningful cross-curricular links where appropriate. Our aim is to ignite a curiosity to learn about the past, that will help pupils understand how their environment and the world has changed over time.

INTENT

1. To help all pupils develop a sense of the past and to develop a chronological framework for learning about life in past times.
2. To enable pupils to learn about famous historical figures and their impact on our lives.
3. To develop pupils' knowledge and understanding of the growth and development of our nation and its relationship with the rest of the world.
4. To develop pupils' skills as historians to enable them to research and discover the past.

IMPLEMENTATION

1. The teaching of history begins in the Early Years Foundation Stage as the pupils begin developing their knowledge skills and understanding of the world by starting with the most recent past. History in the EYFS will be taught within the areas of Learning. We will use photographs, artefacts, visits out into the locality, and by talking to older people about 'then and now.'
2. As the pupils move into Key Stage 1 and engage with the National Curriculum they will build on their earlier work using 'living memory', eye-witness accounts' and the immediate environment of the school as their starting point.
3. Strong links will be made with the teaching of English, stories, plays and poems set in different periods of history will be shared with the pupils.
4. History will become a stimulus and a springboard for the development of oracy, writing and for the development of thinking and reasoning skills.
5. As they become older and move into key Stage 2 the pupils will learn about the different periods of history set out in the history guidelines of the National Curriculum.
6. Art, design technology, drama and music will be closely linked with history as pupils use these subjects to communicate what they have learnt.
7. On every appropriate occasion teachers will use first-hand experience, visits, visitors, artefacts, AVA and the local and wider environment to engage pupils' interest and imagination.
8. Through their understanding of the past and of lives in different conditions pupils will be encouraged to develop their feelings and 'empathy' for others.
9. Through their understanding of the past pupils will be helped to develop an understanding of their identity as a British subject.



10. Pupils will learn about development of democracy, our government, the Monarchy, citizenship, and the Law.

11. They will learn about rights and responsibilities, moral, social and environmental issues.

13. We will use financial resources to build up an extensive collection of resources, artefacts and books to support the teaching of history.

13. The history guidelines will set 'end points' of the key knowledge, skills and understanding that all pupils will be expected to have for each block of the teaching and learning of history.

14. Teachers will ensure that each block of learning builds on the last to ensure the smooth progress and development of pupils' knowledge, skills and understanding.

IMPACT

History will be fun. It will be used to promote excellence and enjoyment; it will have a strong presence in the ethos of the school through displays, performances, music, drama and assemblies. Parents and grand-parents will be encouraged to join in the teaching and learning of history. We will make Britain our classroom. Pupils will develop an understanding of changes over time in people, places, landscape and culture. They will know about different periods in our history, people who brought about change and significant developments that changed Britain and the world.

The National Curriculum Requirements for Teaching History

When planning to teach history in school, teachers are required to meet the statutory requirements set out in the National curriculum. These are:

1. To help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.
2. To inspire pupils' curiosity to know more about the past.
3. To help 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
4. To help pupils know and understand significant aspects of the history of the wider world:
5. To help pupils know and understand the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
6. To help pupils gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
7. To help pupils understand historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance. To use them to make connections, draw contrasts, analyse trends and to frame historically valid questions. To create their own structured accounts, including written narratives and analyses
8. To help pupils 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



The Three National Curriculum History Attainment Targets:

The National Curriculum sets out three attainment targets pupils are expected to achieve:

1. Know about different times in the past
2. To have the skills to apply their knowledge and understanding
3. Understand the matters relevant to the periods studied and relate them to today

The End Point strategy set out in this document will enable teachers to ensure that their pupils achieve the three attainment targets in a simple and effective way.

USING END POINTS TO TEACH HISTORY

Using End Points for Planning the Curriculum

When planning a unit of study in History a teacher needs to identify the key knowledge, skills and understanding that must be learnt by pupils in that unit of study.

The teacher next needs to identify the **End Points** that pupils need to know by the completion of the unit of study.

Using **End Points** to plan the teaching of history in KS1 enables teachers to meet the requirements of the National Curriculum Guidelines for teaching History in a simple but effective way.

Three Levels of End Points

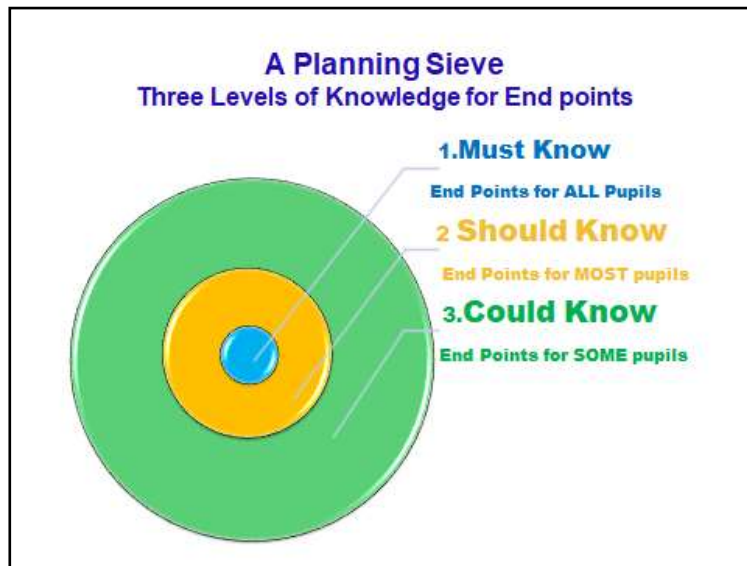
There are three levels of End Points that a teacher needs to consider when planning a unit of study.

- First there are the **CORE END POINTS** that **all of the pupils MUST know**.
- Next are the **ADDITIONAL END POINTS** which **most pupils SHOULD know**. These build on the core end points.
- Then to extend learning the planning strategy should move the pupils towards an ever widening area of **FURTHER END POINTS** that **some pupils COULD know** (See Figure 1).

A PLANNING SIEVE

A '**planning sieve**' is a useful tool for helping teachers to plan what needs to be taught and learnt in any unit of study. It enables the teacher to 'sift' the End Points for learning into a hierarchy of three levels of knowledge (see figure 1).

Figure 1: This diagram shows the three levels of knowledge used when designing End Points for teaching and learning.



1. MUST KNOW END POINTS - CORE END POINTS

In each unit of study in history, teachers need to decide on the **Core End Points** that **ALL** pupils **MUST KNOW** (see Fig 1 and 2) by the end of the period of learning. These **Core End Points** need to be taught to **ALL** of the pupils. This is the 'entitlement curriculum' for every pupil regardless of his/her abilities. The **Core End Points** are the essential knowledge that all pupils must know the end of the period of study.

2. SHOULD KNOW END POINTS - ADDITIONAL END POINTS

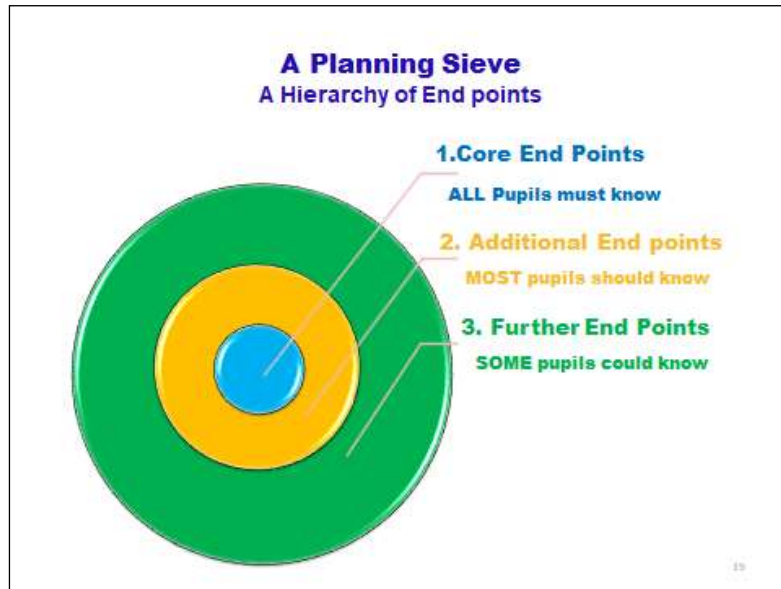
Next, the **Sieve** allows a teacher to plan the **additional End Points** for broadening teaching and learning. These **additional End Points** are those which **MOST** of the pupils **SHOULD KNOW**. Like the core they will be taught to the whole class. At this point a teacher may also introduce opportunities for collaborative learning to give pupils opportunities to explore more aspects of the **End Points** by working collaboratively.

3. COULD KNOW END POINTS - FURTHER END POINTS

As the more able and capable pupils complete their work some will be keen to follow a particular interest that they've developed. This will provide good opportunities for the teacher to direct the pupils to the **further End Points** that **some** pupils **COULD KNOW**.

Figure two shows the planning sieve as a tool for teachers to use when 'sifting' End Points' into a hierarchy of three levels.

Fig 2: A Planning Sieve – A Hierarchy of End points



This model for designing an End Point curriculum has been used for the all the examples given later in this History document. The same model can also be used to design a curriculum for any of the other foundation subjects