Broomhaugh Church of England

First School

HISTORY POLICY

Inspired by Jesus, we make a difference in God's world by being 'the best that we can be'.

Melanie Errington
History Lead

This policy applies to all staff, pupils and volunteers across Reception to Year 4. The Headteacher and History Subject Leader are responsible for policy implementation and for ensuring staff receive appropriate training. Class teachers are responsible for daily implementation; support staff must follow agreed modelling when working with pupils. Governors (or the governing committee) will receive an annual report on History standards as part of History curriculum monitoring.

History is an important part of the curriculum at Broomhaugh Church of England First School. Through the study of the past, pupils develop a secure sense of chronology, build knowledge of people, places and events, and learn to think and work as historians.

An enquiry-led approach is central to our History curriculum. Children are encouraged to ask questions about the past, investigate a range of historical sources and evidence, make inferences, draw conclusions and communicate their findings. History enables children to explore connections between the past and present, understand how and why societies have changed, and recognise that people in the past experienced events from different perspectives.

The Aims of History at Broomhaugh First School

At Broomhaugh First School, we aim to ensure that:

- Pupils meet the History expectations set out in the Early Years Foundation Stage and National Curriculum for their year group and key stage.
- Children develop a secure and increasingly detailed chronological knowledge of British, local and world history.
- Children build and remember important knowledge about the people, places, events and societies they study.
- Children develop an understanding of the key historical concepts of Chronology, Continuity and Change, Cause and Effect, Significance, Historical Perspectives, Historical Evidence and Interpretation**.**
- Children develop curiosity about the past through an enquiry-led approach, asking and investigating historically valid questions.
- Children understand that historians construct knowledge of the past by asking questions, examining evidence, making inferences and reaching conclusions.
- Children use a range of historical sources and evidence to investigate enquiries, support their ideas and recognise that accounts of the past may differ.
- Children become increasingly independent historical enquirers as they progress through school.
- Children use historical vocabulary accurately and communicate their understanding in a range of ways.
- Children make meaningful links between local, British and world history and between History and the wider curriculum.
- Children encounter a diverse range of people, experiences and perspectives and understand that the past was experienced differently by different groups.
- Children develop an interest and enthusiasm for History and a curiosity to find out more about the past.

Objectives

To teach children to:

- Develop an increasingly secure understanding of chronology and use timelines confidently.
- Recall key knowledge from previous learning and use it to make connections with new historical periods and themes.
- Ask and respond to historically valid questions.
- Use historical enquiry to investigate people, places, events and periods from the past.
- Identify and explain similarities, differences, continuity and change across and within

periods of history.
- Explore causes and consequences and understand that historical events may have more than one cause or effect.
- Consider the significance of people, events, developments and places.
- Use artefacts, photographs, maps, written accounts, oral histories and other sources to find out about the past.
- Make observations and draw inferences from historical evidence.
- Understand that sources need to be considered carefully and that evidence can be interpreted in different ways.
- Recognise different historical perspectives and understand that people's experiences, beliefs and viewpoints may differ.
- Compare historical sources and interpretations at an age-appropriate level.
- Use relevant historical evidence and knowledge to support ideas and conclusions.
- Communicate historical knowledge and interpretations clearly using appropriate vocabulary and a range of media.
- Develop an interest in local history and understand how the history of Broomhaugh and the Northeast connects to wider national and world history.

Teaching and Learning

The History curriculum follows a planned sequence from Reception to Year 4. Units are designed to build pupils' knowledge over time and to revisit important historical concepts so that children can make connections between periods, people and events.

Teachers use long-term and medium-term planning to ensure appropriate coverage and progression. Where units are not taught in chronological order, teachers make this explicit through the consistent use of timelines and references to prior learning.

An enquiry-led approach is at the heart of History teaching at Broomhaugh First School**.** Where appropriate, learning is shaped around key historical questions which give pupils a clear purpose for finding out about the past. Rather than simply being given historical information, children are encouraged to investigate, question, discuss and use evidence to develop their own historical understanding.

History teaching is organised around three connected elements: knowledge, concepts and historical enquiry skills**.** Children need secure historical knowledge in order to undertake meaningful enquiry. Teachers therefore carefully identify the essential knowledge and vocabulary pupils need while providing regular opportunities to apply this knowledge through historical questions and investigations.

As children progress through school, they are supported to become increasingly independent historical enquirers. They learn to:

- ask and respond to historically valid questions;
- identify what they already know and what they would like to find out;
- examine artefacts, photographs, written accounts, maps, buildings and other historical sources;
- make observations and draw inferences from evidence;
- compare and question different sources;
- consider the usefulness of evidence at an age-appropriate level;
- recognise that different interpretations of the past can exist;
- use evidence and historical knowledge to support their ideas;
- draw conclusions in response to an enquiry question;
- communicate their findings using appropriate historical vocabulary and a range of different media.

Retrieval of prior learning is used throughout teaching so that children can draw upon previously learned knowledge when considering new evidence and questions. Explicit vocabulary teaching, teacher modelling and carefully structured questioning support pupils in developing increasingly sophisticated historical thinking.

A range of teaching approaches is used to engage pupils and support historical enquiry. These may include whole-class teaching, group work, independent activities, discussion, storytelling, timelines, role play and drama, artwork and model making, photographs, maps, artefact handling, written sources, digital resources, educational visits and experiences within the local area.

Key Historical Concepts

The following seven concepts underpin History teaching across the school:

- **Chronology** – understanding when events happened and how periods, people and events relate to one another in time.
- **Continuity and Change** – identifying what changed and what remained the same within and across historical periods.
- **Cause and Effect** – exploring why events happened and the consequences that followed.
- **Significance** – considering why particular people, events, developments or places are historically important.
- **Historical Perspectives** – recognising that people in the past had different experiences, beliefs, values and viewpoints.
- **Historical Evidence** – using sources and evidence to investigate questions and make claims about the past.
- **Interpretation** – understanding that the past can be represented and interpreted in different ways and considering why interpretations may differ.
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These concepts are revisited throughout the curriculum so that pupils develop an increasingly secure and sophisticated understanding of them as they progress through school. Enquiry questions provide opportunities for children to apply these concepts rather than learning them in isolation.

Historical Enquiry and Sources

Historical enquiry is a fundamental part of our approach to History and is developed progressively from Reception to Year 4. We want children to understand that History is not simply a collection of facts about the past; our understanding of the past is constructed by asking questions and examining the evidence that remains.

Children are given opportunities to investigate a range of sources, including artefacts, photographs, paintings, maps, written documents, buildings, oral accounts and digital resources. Teachers model how historians use these sources to answer questions and build an understanding of people, places and events.

In the early stages, children may make simple observations about a source and use it to answer questions about the past. As they progress through school, pupils are encouraged to ask their own questions, make inferences, compare sources and consider what a source can and cannot tell them.

Pupils are also taught that historical sources and interpretations should not always be accepted at face value. At an age-appropriate level, children consider the origin, purpose and usefulness of sources and recognise that different evidence can result in different interpretations of the same person, event or period.

Historical enquiries provide opportunities for pupils to reach and communicate a conclusion. Children are encouraged to use the evidence they have examined alongside their wider historical knowledge to answer the original enquiry question and explain the reasoning behind their ideas.

The level of independence expected within historical enquiry increases as pupils move through the school. Appropriate scaffolding, modelling and practical experiences ensure that all pupils can participate meaningfully in enquiry while continuing to develop their historical thinking.

History in EYFS

In Reception, History is developed primarily through Understanding the World. Children talk about their own lives, families and experiences; notice changes over time; sequence familiar events; and begin to use language associated with the past and present.

The foundations of historical enquiry begin in EYFS. Children are encouraged to ask and answer simple questions about the past and present, make observations and talk about what they notice. Stories, photographs, objects, family memories and experiences within the local environment provide opportunities for children to investigate how life has changed. Children are encouraged to notice similarities and differences between the past and present and begin to understand that objects, photographs and stories can help us find out about the past.

History in Key Stage 1

In Years 1 and 2, pupils develop an awareness of the past and begin to place people and events within a chronological framework. They study changes within and beyond living memory, significant individuals and events, and aspects of local history.

Historical enquiry becomes increasingly explicit. Children ask and answer questions about the people and events they study and use sources such as photographs, artefacts, written accounts and stories to investigate these questions.

Children are taught to make observations, identify similarities and differences and begin to make simple inferences from evidence. They also begin to understand that there can be different ways of representing the past.

Learning builds from children's own experiences towards a wider understanding of local, national and global history.

History in Key Stage 2

In Years 3 and 4, pupils continue to develop a chronologically secure knowledge of British, local and world history. They make connections and contrasts between periods, explore trends over time and use increasingly precise historical vocabulary.

Pupils undertake increasingly developed historical enquiries. They investigate questions about change, cause, similarity, difference and significance and construct informed responses using relevant historical information and evidence.

Children are encouraged to compare sources, draw inferences, consider the usefulness of evidence and recognise that different interpretations of historical events may exist. They increasingly use evidence to justify their ideas and reach conclusions in response to enquiry questions.

Teaching builds deliberately on the knowledge, concepts and enquiry skills introduced in EYFS and Key Stage 1.

Local History and Educational Visits

Local history is an important part of the curriculum at Broomhaugh First School. The school's location provides rich opportunities to connect classroom learning with the history of Broomhaugh, Northumberland and the wider North East**.**

Where appropriate, pupils study local people, places, industries and events and consider how these connect to national and world history. Local history also provides valuable opportunities for enquiry as pupils can investigate evidence that exists within their own environment.

Educational visits, visitors and practical experiences are used to enrich learning and help pupils experience History beyond the classroom. Opportunities may include visits to historic sites, museums and local places of interest, as well as handling artefacts and taking part in workshops or living-history experiences.

Visits are planned with clear curriculum and enquiry purposes. Pupils may use visits to investigate a particular question, gather evidence or apply knowledge learned in the classroom. These experiences help to make History meaningful and deepen pupils' historical knowledge and understanding.

Resources

Teachers use a wide range of age-appropriate resources to support History teaching and historical enquiry. These may include:

- artefacts;
- photographs and illustrations;
- maps and atlases;
- timelines;
- books and historical fiction;
- written primary and secondary sources;
- oral accounts;
- paintings and artwork;
- digital resources;
- video material;
- historic buildings and the local environment;
- topic boxes;
- museums and historic sites;
- visitors and invited guests.

Resources are selected to support accurate historical understanding and provide children with opportunities to investigate evidence rather than relying solely on teacher-led information.
Care is taken to represent a range of people, cultures, experiences and viewpoints. The History Subject Leader monitors resources and supports staff in identifying additional materials where required.

Assessment, Recording and Monitoring

Assessment in History is ongoing and is used to identify what pupils know, understand and can do. Teachers assess learning through discussion, questioning, retrieval activities, observation, pupil work and end-of-unit assessment opportunities.

Assessment considers both pupils' historical knowledge and their ability to use that knowledge as part of an enquiry**.** Teachers consider how effectively pupils can ask and answer questions, use historical vocabulary, examine evidence, make connections, draw inferences and use evidence to support conclusions.

Assessment information is used to identify misconceptions and gaps, adapt future teaching and ensure appropriate progression. Pupils are given regular opportunities to revisit and retrieve previous learning so that teachers can judge what has been remembered over time rather than relying only on performance within a single lesson or unit.

Evidence of children's historical understanding may be recorded in different ways. This may include written work, photographs, diagrams, timelines, artwork, models, oral responses, presentations, drama and digital work. The method of recording should support the historical learning being assessed and should not create unnecessary barriers to pupils demonstrating what they know and understand.

The History Subject Leader monitors the quality and impact of History through planning reviews, book and work scrutiny, pupil voice, learning walks, discussion with staff and review of assessment information.

Monitoring will consider whether pupils are receiving regular opportunities to engage in meaningful historical enquiry, rather than History being taught solely as the acquisition of factual knowledge. Pupil voice will also be used to establish whether children can talk confidently about how they have investigated the past, the sources they have used, the conclusions they have reached and how evidence has helped them answer historical questions.

Monitoring outcomes will be used to identify strengths, priorities for development, resource or training needs and the impact of the curriculum across Reception to Year 4. Outcomes will inform subject action planning, whole-school improvement priorities and reporting to governors.

Roles and Responsibilities

The **History Subject Leader** is responsible for:

- maintaining and reviewing the History Policy, curriculum plans and progression documents;
- supporting staff with subject knowledge, planning, resources and professional development;
- supporting teachers in developing effective historical enquiry within their teaching;
- monitoring the quality, consistency and impact of History teaching and learning across the school;
- ensuring that knowledge, historical concepts and enquiry skills are developed progressively;
- ensuring that assessment and monitoring approaches are understood and used consistently;
- reviewing resources and identifying priorities for future development;
- producing subject action plans and contributing to whole-school curriculum development;
- reporting monitoring outcomes and priorities to senior leaders and governors.

Class teachers are responsible for:

- ensuring appropriate History curriculum coverage for their year group;
- planning and delivering engaging lessons that build knowledge and historical thinking over time;
- providing regular opportunities for pupils to investigate historical questions and evidence;
- using agreed vocabulary, timelines, sources and approaches consistently;
- adapting teaching appropriately so that all pupils can access and succeed in History;
- assessing pupils' knowledge, understanding and developing enquiry skills;
- using assessment to inform future teaching;
- informing the History Subject Leader of resource, training or curriculum needs.

Equal Opportunities and Race Equality Policy

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding in History.

History teaching will promote respect for diversity and will provide opportunities for pupils to learn about a range of cultures, communities and experiences. Care will be taken when selecting content and sources so that History is not represented solely from one perspective.
Where appropriate, pupils will encounter the experiences and contributions of women and men and people from different racial, cultural, national, religious and social backgrounds. Children will be encouraged through historical enquiry to consider different perspectives, question representations of the past and recognise that people's experiences of the same historical period or event may have differed.

Teachers will support pupils to discuss differing perspectives respectfully and to understand them within their historical context.

Where pupils have identified additional needs, class teachers and the SENCo will work together to ensure that appropriate adaptations and support are in place so that all pupils can access the History curriculum and make progress. Teachers will maintain ambitious expectations for all pupils while adapting teaching and learning to meet individual needs.

Adaptations may include:

- the use of visual prompts, timelines, photographs, artefacts and other historical sources;
- a range of practical and hands-on activities, including role play, drama, investigations, model making and handling artefacts;
- opportunities for learning through educational visits, visitors and experiences within the local environment;
- pre-teaching, explicitly teaching and revisiting key historical vocabulary;
- breaking learning into smaller, manageable steps with additional modelling, repetition and retrieval where required;
- providing sentence stems, word banks, writing frames, graphic organisers and other appropriate scaffolds;
- reducing unnecessary writing demands where these create a barrier to demonstrating historical understanding;
- allowing pupils to demonstrate and record their historical understanding through different media, including writing, drawing, diagrams, photographs, oral explanations, drama, models, presentations and digital formats;
- using practical sources and experiences to make abstract historical ideas more accessible;
- carefully selected questioning, additional processing time and adult support to enable pupils to develop and communicate their ideas;
- opportunities to work collaboratively with peers as well as independently;
- regular retrieval and revisiting of prior learning to help pupils retain knowledge and make connections between historical periods and concepts.

These adaptations are designed to remove barriers to learning while ensuring that pupils continue to develop historical knowledge, vocabulary, enquiry skills and an understanding of the key concepts within the History curriculum. Adaptation should enable pupils to participate in historical enquiry rather than removing opportunities for them to think and work as historians.

This policy will be reviewed every two years by the History Subject Leader and approved by the governing body. Annual monitoring outcomes will be reported to the Curriculum Committee and summarised in the Headteacher’s report to governors.