

History Policy

21st May 2023
Next review date: 21st May 2025

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This policy should be read in conjunction with the *Quality of Education Policy*, any related subject policies and the following:

Assessment Policy	Home learning Policy
Behaviour Policy	Safeguarding and Child Protection Policy
Early Years Foundation Stage Policy	Special Educational Needs and Disability Policy
Equality and Community Cohesion Policy	E-Safety Handbook
Able Pupils Policy	Home School Agreement
Health and Safety Policy	Marking guidelines

Other documents that support the teaching and learning of Geography:

National Curriculum for History
Understanding of the World for the Early Years Foundation Stage

Throughout this policy ‘parents’ denotes those with parental responsibility.

1. Intent

Our intent for the Primary History curriculum is for all pupils, regardless of their background or SEN status, to acquire the understanding and skills to become inquisitive, knowledgeable and critically thinking individuals so that they can succeed both at Belmont but also in their future learning and employment.

Our curriculum teaches children to be:

Critical thinkers

Children are taught to make considered judgements and arguments through weighing evidence and analysing both primary and secondary sources. They will be able to make links across time periods and places in order to discuss change and continuity.

Inquisitive

Children are inspired to be inquisitive and are enthusiastic to learn about history. They have the ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry. They can follow their interest in order to conduct further research and are encouraged to make links with previous learning.

Knowledgeable

Children will develop a strong understanding of the chronology of British, local and world history and be able to make links between different periods. They will be able to talk about the periods, places, people and events they study using appropriate historical terms.

Implementation

The history curriculum at Belmont is designed to encourage children's curiosity as well as embed a secure understanding of chronology and Britain's place in the wider world. Children are inspired to learn about historical periods, people, places and events through trips, workshops, WOW starts and artefacts. In order to ensure this progression three main strands have been identified and mapped across the curriculum; knowledge, enquiry and analysis. The curriculum develops children's historical skills in these three areas by building upon previous taught material both within a year group and across year groups. Children are encouraged to link their learning with previous knowledge and compare and contrast periods, people, places and events.

Impact

The history teaching at Belmont should have an impact on all students, regardless of background or SEN status, and this will be seen through children's enthusiasm and curiosity for the subject. It will also be displayed through their work in books as well as discussions with teacher's and subject leaders about what they have learnt. Children will make clear progress across the year groups in order to leave Belmont having thoroughly enjoyed learning history and with the historical skills and knowledge to succeed in the future.

2. Approaches to Teaching and Learning

Please refer to the Quality of Education Policy.

3. Resources

Resources are audited regularly to ensure that they are up to date and reflect current ideas and thinking about historical periods. For example, books discussing Black British History and the Windrush. Books (from the School Libraries and Project Loans) and a range of educational software are used to support children's learning and research. Most resources are kept in a central store where they are labelled appropriately for ease of access.

Children across the School develop investigative and historical skills through first-hand experience of artefacts either in class, by visiting reconstructions or museums or by participating in a workshop in school.

4. Learning Environment

Please refer to the Quality of Education Policy.

5. Planning

Each term learning is linked to a topic e.g. Why Britain? in which objectives for history and other foundation subjects are identified. Focus has been placed on making history and geography explicit within any given topic.

6. Assessment

Please refer to the Quality of Education Policy and Assessment Policy.

7. Cross Curricular Opportunities

7.1 Reading, writing, communication, maths and ICT

History provides a variety of meaningful contexts to write for different purposes, communicate to a variety of audiences and to use maths, reading and ICT skills through research, investigations and studying chronology.

7.2 Foundation subjects

Other subjects provide lots of opportunities to reinforce and further historical understanding. Artist, musician and religious studies can be placed in their historical context using timelines as well as linked to periods and individuals previously studied. Using computers is also key to historical research, where children can independently discover and then weigh up evidence to form an opinion.

7.3 Spiritual, Moral, Social and Cultural

The history of Britain has helped to shape it as a multi-cultural, multi-faith society and study of this history can help children be positive and fair members of society. We study Black British History wherever possible at Belmont in order to make these links. History also provides an excellent opportunity to learn about cultures across the world, understand traditions and make comparisons with how people used to live and how we live now.

8. Enhancing the Curriculum

Visits and workshops are arranged to enhance the curriculum e.g. visiting Natural History and British museums and visiting Celtic Harmony Stone Age Village.

In addition, we will use Now>Press>Play headphones to create immersive experiences for the children in school.

9. Inclusion

Please refer to the Quality of Education Policy.

10. Health and Safety and Safeguarding

Please refer to the Quality of Education Policy.

11. Roles and Responsibilities

Please refer to the Quality of Education Policy.

12. Policy Review

The policy will be reviewed according to the cycle agreed by the School Policies Committee.