

Blanford Mere Nursery & Primary School



History Policy

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| Date adopted by governors |
| April 2025 |
| To be reviewed |
| April 2028 |

HISTORY POLICY

Article 7: *You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).*

BLANFORD MERE HISTORY POLICY

History is about events that have taken place in the past, whether it is 100 years ago or last week. It is also about people: people from this country and from other countries around the world. It is about people's actions, the reasons for them and the evidence that remains of them. It is about changes that have occurred and the causes and consequences of these changes. History is about the relationship between the past and the present. Skills developed through historical enquiry have a wide application to everyday life and historical awareness promotes responsible citizenship.

AIMS AND OBJECTIVES

The aim of history teaching here at Blanford Mere Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

FOUNDATION STAGE:

- To develop a sense of time through events in stories and in children's own lives and their family relationships using appropriate vocabulary.
- To develop an awareness of time and change. Learning about seasons and life cycles through photographs and artefacts.

KEY STAGE 1:

- To develop an awareness of history and a sense of chronology through the study of the lives of people and events both within and beyond living memory.
- To know where the people and events they study fit within a chronological framework.
- To understand the methods of historical enquiry through using a variety of sources to compare lives, past and present, and question events in the past.

KEY STAGE 2:

- To extend the depth of historical enquiry and broaden the range of study.
- To be able to make connections and note contrasts and trends over time.
- To interpret and communicate historical knowledge in a variety of ways, through art and drama as well as the written word.
- To increase awareness of events, people and societies from the past, in order to gain a better understanding of the present.

TEACHING AND LEARNING

A variety of enriching teaching approaches are encouraged:

- Teacher presentations, role-play and storytelling.
- Question and answer sessions, discussions and debates.
- Individual and group research and presentations.
- Investigating artefacts, maps, photographs, paintings and other documents as sources of evidence.
- Critical analysis and evaluation of sources of evidence.
- Fieldwork, visitors and visits to museums and sites of historic interest.
- Engaging in Heritage Projects to support the learning of local history.

- Special Events: History Days or Weeks such as Black History Month, Greek/Roman Feasts, Battle Re-enactments, Olympic Games etc.
- Emphasis is placed on the development of enquiry skills and empathy, as well as on factual knowledge.

A creative approach to the History curriculum by both teachers and children is encouraged. Links are recommended between all areas of the curriculum.

The contribution of History to other subjects:

ENGLISH

History contributes significantly to the teaching of English/literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the Literacy Hour are historical in nature. Children develop their verbal communication through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

MATHEMATICS

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form, for example they study the impact of the plague by analysing population statistics.

COMPUTING

We use computing in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet and Encarta. Children have the opportunity to use the digital camera to record and use photographic images and they communicate with other children in other schools and countries by using e-mail.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND RIGHTS TO RESPECTING (RRSA)

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others. Articles should be linked from the Charter wherever possible.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

When teaching history, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian Britain. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

TEACHING HISTORY TO SEN CHILDREN

We teach history to all children, whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEPs). Liaison with the SENco is the teacher's responsibility to ensure targets are being met.

ASSESSMENT AND RECORDING

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, as part of the marking policy. We use teacher assessment to assess individual children's progress and we pass this information on to the next teacher at the end of the year.

RESOURCES

There are sufficient resources for all history teaching units in the school. We keep these resources in a central store where there is a box of equipment for each unit of work, and we also have a subscription to the 'Ancestry' software which can be used for additional resources. The library contains a good supply of topic books and software to support children's individual research. Topic books are also ordered through the Dudley Library services, as well as any further resources and artefacts required.

MONITORING AND REVIEW

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The history subject leader monitors children's work, wall displays, planning and carries out pupil interviews. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject.

Agreed by Governors:

Review Date: