

***Bosmere Junior School***  
***South Street***  
***Havant***



*Growing Lifelong Learners*

## **POLICY FOR HISTORY**

Date Approved:	September 2020
Review Date:	September 2023
Responsibility:	History Manager
Checked against Single Equality Scheme	✓

History Manager:	Date:
Curriculum and Achievement Chair:	Date:
Headteacher:	Date:

## HISTORY POLICY

### **Philosophy**

At Bosmere Junior School, our intention is to provide a high quality history education featuring a wide range of teaching and learning activities that will enable children to gain a coherent knowledge and understanding of the past. Good quality teaching should inspire children to know more about the past but also should equip children with the necessary tools to ask perceptive questions, think critically, weigh up evidence, sift arguments, and develop perspective and judgement.

History at Bosmere offers children important and exciting opportunities to understand the complexity of people's lives, the process of change, and the diversity of societies. As well as this, they will have an opportunity to explore their own identities and also some of the crucial challenges of their time. Our History curriculum provides a wonderful opportunity for children with learning challenges or difficulties to engage and shine and for our more and most able children to explore and develop their skills and knowledge.

We believe History is vitally important, not just for its own sake, but also for our children's conceptual development. At Bosmere, working independently, in teams and also at home with parental support and involvement, children will begin to understand that the past has many different facets beyond the stereotype. Their history education will also help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire pupils' curiosity to know more about the way people lived before - that each era is different from the next as well as being different from our own but that yet, in some ways, they may not be so very different!

Our children will begin to confidently use the vocabulary that accompanies these understandings and also all the language used to express their understanding of chronology. The immense concept of time and its measurement will be introduced, giving children a sense of their own development and identity through the eras of social change, so that they will begin to realise their own identities and place in society, how they relate to their own country and locality, how changes happen to ordinary people and why their lives change as a result.

Our children will begin to develop empathy and historical imagination, skill in analysing and interpreting evidence, powers of reasoning and looking critically at information, skill in identifying motives and causes for events and in building their image of the past and in communicating it to others. The teaching of History will also be closely and powerfully linked to English, through studying written texts, documents and history books and ICT sources, and fiction and literary source, which all develop language skills and vocabulary and written expertise. Our children will also begin to understand as a result, that these are only versions of the past created by someone with a particular point of view, way of life or perspective; they will then learn to ask 'Can we ever really know the truth about what happened in the past?' and also 'How much is what we think we know about the present coloured by where our information comes from?'

Through History, our children will also begin to consider moral and ethical questions- about racism, religion, war, poverty, regime change and death for example; up till now, they may have experienced and thought about life only in so far as how it relates to them, but now they will be taught to be engaged in thinking about the needs and experiences of other human beings in the past, to empathise, and so will be better equipped to understand the points of view, situations and experiences of others today.

We believe the study of history in our school, taught with passion and with vitality and igniting wonder in our children, will engage their imagination, enhance their academic development in this subject and across the curriculum, and play a major part in nurturing their cognitive, social and emotional development. Our teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. The study of History in our school will help children to understand

the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, and therefore help them to explore their own identity and the challenges of our time.

In our school, the teaching of history is interwoven with the HEARTS and GROW IT values that underpin the life and ethos of our school, particularly: EMPATHY for the needs, experiences and points of view of others, past and present; AMBITION to explore the past in as fulfilling a way as possible and present work of outstanding quality, according to ability; RESPECT for the civilisations, ways of life and beliefs of past eras which leads to a growing RESPECT and tolerance for those who live in the present through considering moral and ethical questions eg. About racism and religion; TRUSTING children, through History, to develop their own ability to question and think critically and develop perspective and judgement in their treatment of others; GREATNESS, so that all children explore engaging and immersive experiences that provide rich learning opportunities, including for those with learning challenges and behaviour difficulties and for those able, gifted and talented children who are desperate to develop their skills and widen their knowledge; RESILIENCE through encouraging the completion of topic - based work that requires sustained effort and varied approaches; ORIGINALITY, through a diverse and exciting combination of discrete and cross-curricular approaches to the teaching of History which encourages children to present their learning in a variety of ways, according to individual talent and inspiration; WONDER, through inspiring sheer amazement and enthusiasm for the past: INDEPENDENCE and TEAMWORK, through a programme of study which encompasses working alone, in small groups, class teams and Year groups and with adults at home.

As part of our Creative Curriculum, History is given a prominent place in the Curriculum and life of the school, accessed in a rich variety of ways that will enthuse and enhance children's learning in this and all subjects.

## **Aims**

In line with the National Curriculum, the following aims should be met. Children will:

- 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;
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind;
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry';
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses;
- 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;
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## Objectives

Teaching and learning in history should ensure that each child follows the programme of study for history laid down by the National Curriculum.

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.
- In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Children will be taught about:

- Changes in Britain from the Stone Age to the Iron Age;
- The Roman Empire and its impact on Britain;
- Britain's settlement by Anglo Saxons and Vikings and the Viking and Anglo Saxon struggle for the Kingdom of England to the time of the Norman Conquest;
- A local history study;
- A study of an aspect or theme that will extend children's chronological knowledge beyond 1066 - the impact of WW2 on Britain, including on our local area;
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt;
- Ancient Greece – a study of Ancient Greek life and achievements and its influence on the western world;
- A non-European society that provides contrasts with British history – the Mayan civilization c. AD 900.

In addition:

Each child should take part in learning activities which support the school's policy for teaching and learning - in particular offering children opportunities to:

- engage in active learning approaches to build understanding, such as sequencing, testing hypotheses, role play, compiling a commentary for a film or a slide sequence, using a range of resources to support children of a range of abilities;
- ask their own historical questions/find answers to open ended questions - carry through an historical enquiry and communicate their understanding through a variety of means (e.g. written, verbal, ICT etc);
- work independently, co-operatively and within groups of different types, using focused approaches.
- engage in first hand experience, using source materials of various types;
- take part in visits to relevant historic sites/museums, undertaking appropriately challenging site-based work;

Children should also study history from a variety of perspectives, for example – political, economic, technical and scientific, social, religious, cultural and aesthetic.

These should enhance the social and cultural aspects of SMSC (Spiritual, Moral, Social and Cultural) development through exploring social, cultural, religious and ethnic diversity within societies, learning about the experiences of both men and women.

All objectives will be achieved using a combination of discrete teaching, project based learning, cross-curricular activities, immersive days, and on-site and off-site visits, but also taught effectively by:

- Research using books and ICT, individually and in teams;
- Putting the timeline of human development into chronological order, understanding the language and sequence of the passing of time, sequencing events and artefacts;
- Analysis/examination/comparison/ordering of artefacts, pictures, plans and photographs to be able to form, present and justify a point of view;
- Open-ended tasks (no right/wrong answers) which require assessment, processing and evaluating of evidence to draw individual conclusions and share them with justification;
- Project based learning, driven by the children, individually or in teams;
- Art;
- Building of models/replicas;
- Teacher explanation, including slides and PPT;
- Debate;
- Music and Dance;
- Drama, including assemblies and hot seating;
- Themed immersion days;
- On- site visits by experts/witnesses where possible;
- Off-site visits;
- Use of ICT to create own PPTs/ projects;
- Co-operative learning – fact-finding, problem solving in pairs, small groups, class teams, Year groups;
- Sharing and communicating findings and feelings in lessons using interpretative skills, judgement and empathy;
- Use of correct vocabulary/terminology used throughout lessons and shared with parents/carers.

History is taught discretely but is also embedded throughout the entire curriculum, particularly through:

- Geography (eg. map work /link to physical features Rivers, Local Study of geographical features leading to settlement and development);
- RE (eg. Rituals);
- Art (cave paintings/sketches of Ancient Egyptian gods and Ancient Greek pottery/ clay shabtis/ WW2 posters);
- D T (eg. making models of monuments/ artefacts/Roman shields/ authentic food experiences);
- ICT (eg.PPT presentations);
- Outdoor Learning;
- Project Based Learning which allows a child to explore an aspect of history learning they are particularly interested in through a discipline of their choice;
- Most importantly, History is closely and powerfully linked to English via specific planning, for example: through reading of fact and related fiction and reading comprehensions which are set in the time being studied to develop reading fluency, vocabulary , language and comprehension skills; writing of diaries, stories, letters in role, recounts, explanations to develop writing skills; designing of propaganda and persuasive debates; drama in the form of immersive days, assemblies, classroom hot seating.