



**We care. We learn. We achieve.**

## **History Policy**

### **What is this policy for?**

This policy sets out how we teach history in line with the legal requirements of the National Curriculum 2014. It describes how our provision for history offers breadth and balance.

### **The vision for history**

At Becket Primary we believe history is an integral part of learning. Through the study of history, children gain a coherent knowledge and understanding of Britain's past and that of the wider world and be inspired to know more about the past.

They learn of the legacy of various periods of history and understand how this impacted and continues to impact on our country and our British values today.

Children ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

Becket school was built on a social-housing estate established in the mid-1980s on the outskirts of Weston-super-mare- a once fashionable Victorian seaside resort; now an area of mixed economic demographics.

Pupils are predominantly from a white working class background, and school has a proportion of migrants-largely comprising of Eastern European and Indian descent.

Attitudes of the children are formed from their own limited experiences within the community and they lack awareness of the wider community and locality.

It is our aim as a school to widen children's understanding of the local area, understanding the chronology of the local history, from Worlebury iron-age fortress, Roman Bath to slave trade Bristol and Victorian Weston-super-mare.

### **When is history taught and learned?**

History is blocked and taught over two to four terms.

History is taught proportionately to the amount of content in the National Curriculum.

### **How is history taught and learned?**

The objectives and themes within the National Curriculum are covered within our long term curriculum map. It is designed to build year on year on the children's prior knowledge learnt in earlier year groups. History is delivered to Foundation Stage pupils through the Knowledge and Understanding the World (KUW) strand through a cross-curricular topic-based approach at various points throughout the academic year. It is heavily weighted in year 3 to build the sense of chronology of history. Then in Year 4 they introduce the ancient civilisations of Ancient Egypt and Ancient Greece which introduces the concept of Democracy? This builds into year a post 1066 study of democracy through series of focussed studies, King John, Civil War and the Suffragettes. In Year 6 they study The British Empire and the slave trade (local to Bristol). When looking at America they also examine civil rights.



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Children's learning is checked via low stake quizzes in order to consolidate and retain knowledge learned. The intention is that as this revised programme is further embedded the children will still retain knowledge from previous year groups e.g. in year five they will still be quizzed on knowledge learnt in year three.

Educational off-site visits are organised to a variety of locations.

### **What do we learn in History?**

History includes a focus on the local area. Worlebury Hillfort, an Iron Age defensive settlement is explored in terms of the Roman invasion of Britain in AD43 when settlement of the hillfort came to an abrupt end ; and as part of a detailed exploration of our current understanding of Stone Age, Bronze Age and Iron Age Britain (Y3). Weston's Victorian seaside town heritage is also central to our curriculum in KS1. There is also a focus on Bristol and Brunel, and the part these local areas played in events in National history (Y2 and 6)

We ensure deep learning of recognised historical periods in knowledge blocks and annually a broad overview of a specific area of history.

We have deliberately chosen to build children's understanding of chronology through studying periods when we feel that they are appropriate rather than following a simplistic chronological model.

The key history skills are revisited with each topic, and these develop, deepen and become more acute as the pupils progress through the year groups. The skills are:

- to **research** - using primary and secondary sources to gather evidence
- to **contextualise** - placing events and lives in chronological sequence
- to **enquire** - asking and answering questions about the past and developing lines of enquiry
- to **debate** - developing and expressing opinions about historical events
- to **respond** – using history as a starting point for creative projects

### **How do we measure success in history?**

History is not formally assessed but teachers assess whether pupils are able to work at and retain age appropriate knowledge as the year progresses. Teachers record whether pupils are working at, above or below the age expected goals. Children's learning is checked by the teacher via low stake quizzes in order to determine which knowledge has been retained and learned.

### **Resources**

The school has a good range of artefacts and resources which are stored centrally where everyone can access them. Each teacher builds a timeline with their class as each period of history is studied, always beginning with a refresher of what they have previously learned.

### **Safety & Risk**

Risk assessments are made for every off-site visit, whether local or further afield. Where there is doubt guidance is sought from the education visits co-ordinator with reference to the relevant policy.

### **Monitoring and Evaluation**



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The history team will monitor the standards of teaching and learning. This will occur through a range of activities of monitoring planning, observation of lessons, work sampling and pupil interviews.

Information gathered is shared with the leadership team and through the link governor for history.

Policy written: November 2020

Policy reviewed: November 2023

Next Review date: October 2025

Ratified by the Local Governing Body: December 2023