Burradon Community Primary School



History Policy

Mrs Kane

Reviewed April 2025

Review Due April 2028

"Pupils are proud of their village. They can explain the history of the school and the Burradon mining tragedy with appropriate seriousness."

Ofsted March 2022

Aims and Objectives:

History at Burradon Community Primary School takes its aims from several of our core values:

Be curious about the world around you, ask questions and investigate.

Care and respect yourself, other people, our school and the wider world.

At Burradon Community Primary, we are proud of the history curriculum and the range of experiences we provide for our children. Our curriculum is accessible to all children, irrespective of ethnicity, culture, gender, disability, religious or linguistic backgrounds.

We strive to meet the needs of all our children, including children with additional needs, those who are more able or are learning English as an additional language. We maximise the outcomes for every child so they know more, recall more and understand more. Our curriculum is challenging and reflects the children's interests they have previously shared.

We aim to develop and equip the children with the skills to think and act like historians and provide opportunities for the curriculum to be further enriched through historical visits, visitors and events held in school.

Our teaching of history helps children to gain a secure knowledge and understanding of Britain's past and that of the wider world. We have structured the curriculum so that children can make links between their current and previous learning. Teachers use long term plans to make clear comparisons between historical periods which have been previously taught, developing the children's chronological knowledge and understanding from the Stone Age to the current day.

We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We support children to investigate and respond to significant events and to communicate how they have influenced or affected society.

We feel it is important for children to develop a sense of identity through their learning about the past and we want them to know how history has shaped their own lives. This is why the local area is fully utilised to achieve the curriculum outcomes. In KS1 and KS2, local history studies are threaded throughout so that by the end of KS2 children will have a deep understanding of their locality.

Implementation:

We encourage our children to be historians within their learning and promote history across the curriculum for all children in line with the recommendations of the National Curriculum and EYFS Statutory Framework. We have designed a curriculum which will develop the children's history knowledge, understanding and skills starting from the EYFS before leaving as historians at the end of Key Stage 2.

Our aim is to develop historical skills, concepts and themes which are transferable to whichever history period is being studied. The main themes which weave throughout our curriculum and are revisited from EYFS to Year 6 include culture, empire, industry and invention as well as settlements.

History begins within the EYFS as part of Understanding the World. This involves guiding our children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks to local historical landmarks to meeting important members of society such as police officers, nurses and firefighters.

In addition, listening to a broad selection of stories, non-fiction, rhymes and poems fosters their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

Enriching and widening children's vocabulary is vital within our school. Due to this as a school, we carefully choose topics in the EYFS and weave history throughout. History includes:

- Seasons and changes
- Daily visual timetable
- Birthday timeline
- Monthly timeline displaying events and work from the children
- Comparisons of inventions, toys, technologies, their own lives and their families

- Use of now and next boards to support identified children
- Daily discussions with children about the passing of time and introducing / reinforcing vocabulary related to this
- Significant life events shared (birth of sibling, etc)
- Reflections of events from their personal lives (parties, trips, etc)

To ensure a smooth transition between what children learn in the Early Years and Key Stage 1, we have carefully structured our planning to ensure there are strong and purposeful links between what children learn and experience in EYFS and what they go on to learn and experience in Year 1.

In Key Stage One, we have chosen historical studies which enables the children to develop their understanding of their local area, events, time as well as significant people. This is inline with the National Curriculum Programme of Study which focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. The children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

In Key Stage Two, The National Curriculum Programme of Study is implemented for children to gain a secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Pupils should 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 Scots
- The Viking and Anglo-Saxon
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Throughout all historical studies, we refer to the children's prior learning and acquaint them with future learning. This enables the children to actively embed their historical learning and understanding securely. Not only this, it supports the children to identify and make links or comparisons between historical studies using the themes: industry, inventions, settlements and culture.

Teaching & Learning:

Across the school, we strive to provide the children with opportunities to visit sites of historical significance. This may include museums, houses, Newcastle Quayside, etc. Visitors are actively encouraged to come into school to share their knowledge of past events as well as their experiences and tools such as That History Bloke. Through the varied experiences, we intend to inspire the children to develop a love of history, understand how the past has shaped the world they live in as well as broadening the children's understanding of historical events.

At our school we endeavour to encapsulate the children through various activities and encourage the children to achieve the best of their ability and knowledge in a variety of different ways. Through varied teaching methods, children experience working individually, in pairs, small groups and as a whole class. Learning opportunities provided support the children's history understanding as well as develop and apply their historical skills and knowledge from current and prior learning.

In all classes there are children of differing ability, we endeavour to provide suitable learning opportunities for all by matching the challenge of the task to the ability of the child. Teaching staff take into account the needs and knowledge of the children and this is shown within lessons.

We actively make links between British History and PSCHE, in doing so, contributing to the children's PSCHE education as well as supporting the children's SMSC understanding.

History Curriculum Planning:

In our EYFS, we teach history as an integral part of the topic work covered during the year. History is implemented within the 'Understanding the World' of the EYFS curriculum and focuses on the children's own past and present history. Some key events are learnt about to help develop the children's knowledge and understanding of the world, this is through activities such as dressing up, stories, looking at and comparing pictures or learning the meaning of vocabulary like 'new' and 'old in relation to their own lives.

Throughout Key Stages 1 and 2 we implement the curriculum for our planning in history. We choose historical periods of learning which the children have shown an interest in as well as those we feel are vital. The historical periods, where applicable, are adapted to suit our local context, such as The Great Fire of Newcastle alongside The Great Fire of London. This adaption makes them more culturally relevant for our children in our school. Within all history learning, we ensure there are opportunities for all children to develop their historical skills and knowledge throughout.

We have a history curriculum coverage which maps the historical eras studied at our school during each term. At times, history is not always taught and learned in a chronological sequence linked to annual class organisations which can impact on the chronology of which the children learn History. Therefore, there is a whole school history timeline which displays passed events or individuals, whether local, national or worldwide in a chronological sequence. It shows their relative distance from the present and the timeline is actively used throughout the school. Furthermore, each classroom has a timeline which is displayed to support the children's chronology learning.

Themes of Learning:

We have identified a set of key historical concepts or themes, which are transferable to whichever history period is being studied and are repeatedly

revisited throughout their learning at Burradon. Our themes which weave throughout our curriculum from EYFS to Year 6 include culture, empire, industry and invention as well as settlements. It must be noted each historical unit will not include every theme, but over the children's school journey, they will visit the theme more than once. As children progress through school, they will begin to make links and connections between these threads supporting them in gaining a wider understanding of how history has moulded modern society.

Assessment

Our teachers assess the children's historical understanding and knowledge by making judgements as they observe, listen, discuss and mark their work, whether this is written or orally. Assessment from the EYFS to Year 6 can be completed in the form of observations, children's work, discussions, photographs to name a few.

In our EYFS, a baseline assessment is completed on entry to Foundation Stage 1 and Foundation Stage 2. This is updated on a termly basis based upon observations, photographs, learning stories, children's voice and work.

In Key Stages 1 and 2, the children are assessed at the end of the year and children will be working towards standard, expected standard or greater depth in standard. In addition to this, children will be assessed linked to learning objectives in each lesson.

At the end of the year, we provide an annual written report of the children's achievements in History for parents/carers.

Monitoring and Review

Monitoring of the standards of children's work and quality of teaching in History is the responsibility of the History Subject Leader. The History Leader monitors through planning, book scrutiny, children's interviews, learning walks and staff views. The work of the Subject Leader also involves organising and planning whole school House Day Events which focus on historical skills, concepts and themes. The History Subject Leader supports staff in their teaching, planning and resources as well as understanding the standards in History through assessment and tracking. The Subject Leader will attend training courses for History and deliver feedback within staff meetings when appropriate.

Equal Opportunities:

At Burradon Community Primary School, all our children can access the history curriculum irrespective of race, creed, level of ability, gender or nationality. Respect and tolerance for all cultures is promoted throughout all history studies, which is promoted within the school's curriculum policy of providing a broad and balanced education for all our children. We strive to provide learning opportunities that enable all children to make good progress in their history learning.

At our school we strive to meet the needs of all children, those with special educational needs, those more able and those with English as an additional language.

To ensure all children achieve, we use a variety of methods including primary and secondary resources, images, clips, visits and visitors. In addition to these, adaptations within the classroom are implemented to support children where possible. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. If a child requires an individual risk assessment, these are implemented and shared fully with parent/carers.

This policy will be reviewed biannually every three years.

Review Date: April 2028