



Barley Fields

Primary School

History Policy

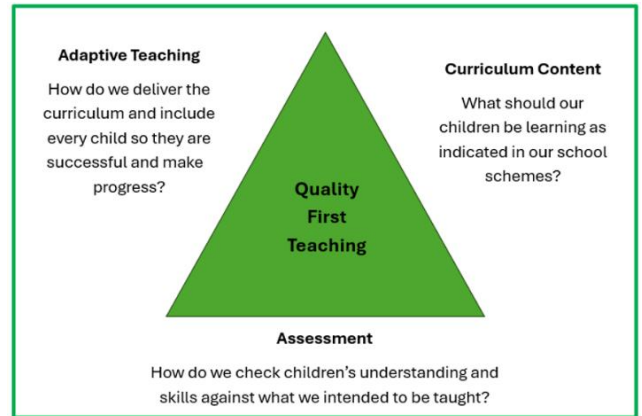
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1. Curriculum Statement

At Barley Fields Primary we have designed our History curriculum based on a curriculum model by John Tomsett (2023).

Quality first teaching is the primary function of our school and we use a teaching model that includes an inter-relationship of three pedagogological aspects: **Subject Content, Adaptive Teaching and Effective Assessment.**

Subject content for history is coherently planned and progressively sequenced for all subjects and meets the statutory requirements of the National Curriculum and more. Differentiated layers of curriculum planning are effective in supporting teaching and learning across the school and teaching resources have been created with a consideration of the foundational knowledge, vocabulary and skills children need to achieve well. Planned lesson content is sequential and extends/builds on previously taught knowledge and skills.



Intent: This is what we want for our children

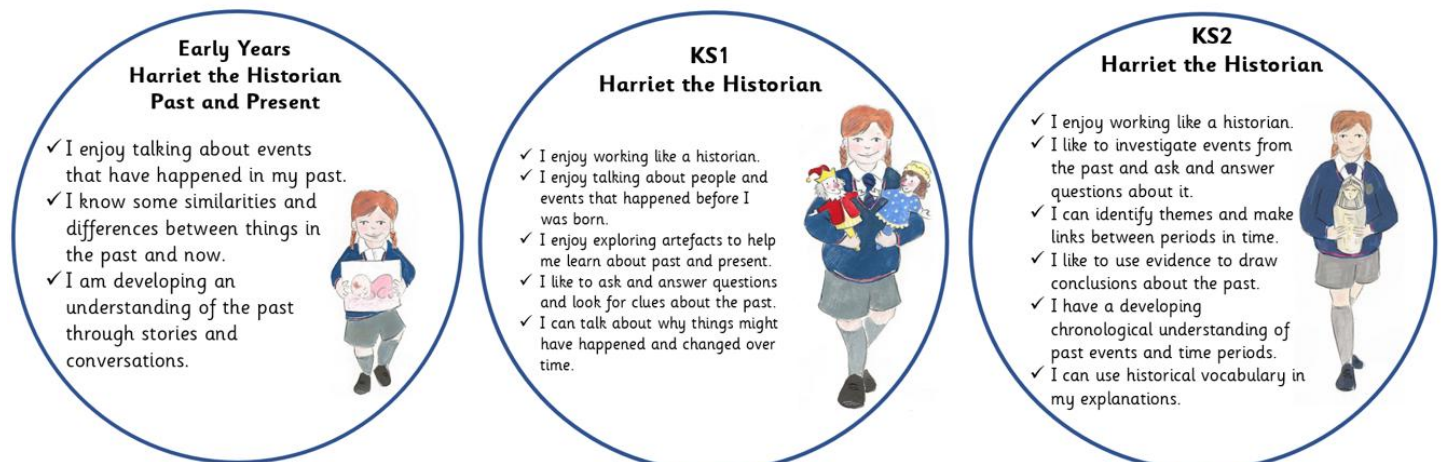
At Barley Fields Primary, we are proud to offer a high quality, bespoke History curriculum which aims to inspire and enthuse children to act and think like confident and competent historians. We hope to instil a pure love of learning about the past, and how and why things happened. We want children to make sense of who we are in the present including an awareness of differing cultures and values which links directly with our ethos as a Gold Rights Respecting School.

We aim to foster a deep understanding of local history and to help children understand how it fits into the bigger historical picture. We strive for children to be excited and curious by evidence and artefacts in order to make inferences, ask questions and explore outcomes.

By the end of their journey at Barley Fields, we want children to have built up a wealth of historical knowledge and vocabulary in order to be critical thinkers, to form coherent explanations and to make links between different historical periods.

We are proud to offer a curriculum, informed by the latest research, that undergoes constant reviews and updates to ensure its relevance and effectiveness. We are committed to offering our children a History curriculum that prepares them for their future.

Our children understand the core skills needed to learn in History with the use of the school curriculum character – Harriet the Historian. This character is regularly used to encourage children to reflect on the key skills needed when working within History.



2. Roles and Responsibilities

The History leads in each key stage will be involved in:

- Formulating and updating the policy when appropriate
- Ensuring staff are aware of the policy's content and that it matches classroom practice as far as possible
- Assisting in the development and review of the progressive curriculum map – long term scheme of learning and the medium-term scheme plans.
- Ensuring curriculum progression ladders are shared and understood by staff.
- Monitoring and evaluating the implementation and impact of the History curriculum
- Ensuring appropriate resources are available and regularly updating them within the limits of the school budget and according to needs
- Keep up to date with new developments in History and attending relevant CPD
- Disseminating information, as it is received from any external source, to staff and children
- Encourage other members of staff in their History teaching and give support where appropriate
- Ensure that History maintains a strong profile within the school, through displays etc
- Keep a Floor Book for History that will include photographs of children at work, curriculum walk reports, examples of planning and examples of children's work

Teachers are:

- Responsible for planning and delivering the History curriculum in line with the school long term and medium-term schemes of learning.
- Delivering high quality and adaptive teaching which facilitates children's progress.
- Accurately assessing children's progress and attainment in line with school expectations.
- Maintaining a sample of History teaching and learning within the Interactive Floor Book for the year group

3. Teaching Pedagogy and Curriculum

Our children follow a carefully structured History curriculum which has been designed to ensure children know more, remember more and can do more as they progress through our school. Our curriculum is based on the following strands of learning:

- Historical Knowledge
- Chronological Understanding
- Historical Enquiry
- Historical Interpretation

Our approach to teaching history starts in Early Years where children have the opportunity to talk about the past and present, develop an understanding of similarities and differences between then and now and draw on their own experiences and those of people around them. Moving into KS1 and 2, the History curriculum is based upon a careful and considered balance of skills and content. History units have been ordered with a clear rationale and content is covered and linked together through four golden threads ('Civilisation', 'Invasion and Settlement', 'Power', and 'Legacy') to help children form a clearer understanding of the past using carefully crafted enquiry questions. As a result, the children gain a greater understanding of history as a subject discipline. Every unit is underpinned by chronology. Both the overall narrative of history and internal narrative of a lifetime, event or full period are vital to piece together the complex and intertwining history that we teach.

History is taught in blocks of lessons to ensure children have opportunities for a sustained period of study and have time to embed and enhance their learning. Detailed schemes of learning support teaching, ensure continuity and carefully plan for progression and depth. These schemes are underpinned by appropriate teaching pedagogy for effective quality first teaching allowing for our school-wide best practice of adaptive teaching. Teaching and learning in History is designed to

be practical and hands on; to encourage children to question and investigate for themselves and to provide them with access to high quality resources and artefacts, IT and reference materials to facilitate their learning. Our curriculum also incorporates a range of opportunities to enrich children's learning experiences through fields trips, themed days, loaned artefacts and guest speakers.

At Barley Fields Primary School, we have moved away from the traditional differentiated approach to teaching and learning and we have adopted the adaptive teaching model, which emphasises high challenge for all. In History we employ a variety of teaching and learning styles in our lessons. We use whole-class teaching methods and we combine these with practical activities. The curriculum map identifies the progression and sequence of key concepts to be taught in this subject. It is the class teacher's responsibility to use the curriculum map to plan and deliver well sequenced lessons.

The teaching pedagogy should be:

- Highly kinaesthetic.
- Accessible to *all* abilities with opportunities for each child to personally achieve, progress and excel.
- Relevant and topic based where relevant and appropriate.
- Contain regular opportunities for reflection, evaluation and assessment; both peer, self and teacher
- Enjoyable (for both children and teachers!)

4. Curriculum Progression

Early Years Foundation Stage

In Early Years, History makes a significant contribution to the development of each child's understanding of the world. We provide activities such as examining photos of themselves at birth and looking for change over time, using stories that introduce a sense of time and people from the past, comparing artefacts from different times e.g. teddies, and making the most of opportunities to value children's histories from their own and other cultures.

In the Nursery and Reception classes, History is taught as an integral part of topic work covered during the year. In the EY stage, History is about having the opportunities to find out and learn about the world they live in and discover the meaning of new and old in relation to their own lives. The History side of the children's work is related to the Knowledge and Understanding of the World objectives set out in the EY Curriculum.

Key Stage 1

During Key Stage 1, children learn about people's lives and lifestyles from the more recent past. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present. Children begin to learn about the more distant past through topics that have a direct connection to our local area. They use the primary resources available to help them understand a life very different from their own.

Key Stage 2

During Key Stage 2, children learn about significant people, events and places from both recent and the more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at History in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

5. Assessment

Assessment forms an integral part of teaching and learning in History. This is done formatively as part of the adaptive teaching model used in school; observing children working, listening to their responses to questions and by examining work produced in relation to the expectations set out on our curriculum maps.

Teachers assess the children's work in History both by making informal judgements as they observe them during lessons and by completing formal assessments of their work. These are gauged against specific end points set out for each year

group and age-related expectations using the SONAR system. Summative assessments are reported on SONAR annually for whole school analysis and tracking of pupil progress.

6. Inclusion - Equal Opportunities and SEND

All children will be treated equally and will be given equal access to the History Curriculum irrespective of gender, ethnic origin, disability, culture or socio-economic background. All children will be treated with respect and spoken to in a positive manner.

The curriculum will be adapted according to the needs of the children. If a child needs specialist equipment or software to access the curriculum, the school will, when practically possible, source the appropriate equipment.

If a child has an EHCP plan and is not able to access the curriculum at the same level as his/her peers, then provision will be made for the child to access the curriculum at their own level.

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

7. Resourcing

Our school has excellent History resources which are maintained by key stage teams. We have a range of artefacts and reference materials to enhance teaching and learning. The school uses visits and visitors to enrich the teaching and bring the curriculum to life where possible. We have subscriptions to the History association and other websites. Training for staff can also be accessed on the National College

8. Monitoring and Evaluation

The monitoring of the standards of children's work and the quality of teaching in History is the responsibility of the subject team. To monitor and evaluate History the subject leads will:

- Support teachers via explaining the progressive curriculum map, discussing the key concepts in History, co-planning, team teaching, observing and giving feedback.
- Monitor the delivery of the curriculum against the progression contained in the medium-term schemes of learning. Engaging in monitoring strategies such as work sampling, pupil voice review and lesson observations.
- Advise the SLT on History resource provision.
- Work co-operatively with the SENDCo to provide support for children with SEND.
- Discuss regularly with the Head Teacher the progress with implementing this policy in the school.
- Maintain samples of work collated from Year Group Interactive Floorbooks into a portfolio of work for History.

9. Health and Safety

- Children will be given suitable instruction on the operation of all equipment before being allowed to work with it.
- Children should be strictly supervised in their use of equipment at all times.
- Children should be taught to respect the equipment they are using and to keep it stored safely while not in use.
- Children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

Policy Monitoring and review

This policy will be reviewed at least every two years.

Any questions or concerns regarding this policy should be made to the Head Teacher or a member of the History team.