



Broadmead Primary School

The Pioneer Academy

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History Policy

Date written: September 2023

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Principle Academy Vision

The Pioneer Academy promotes and achieves excellence by ensuring the very best care and guidance for every child within our family of schools. It recognises the importance of outstanding learning and teaching by actively encouraging creativity and innovation, whilst having consistent standards of behaviour and attendance. Treating everyone as equal, whilst celebrating diversity, is a non-negotiable; protecting all through safeguarding, health and safety and welfare is paramount.

School Vision

Everyone at Broadmead Primary School is committed to providing the building blocks for every child to flourish in a safe and nurturing environment. We offer a creative curriculum, enriched with opportunities to enable our pupils to understand the world around them and be responsible citizens. Through developing their resilience, independence and confidence, our pupils see learning as a way to realise their full potential.

Aims

Our aims are to ensure that every child at Broadmead receives a high-quality history education that 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

Roles and Responsibilities

The **subject leader** is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of history, providing support for staff where necessary.
- Encouraging staff to provide a range of learning opportunities for pupils.
- Organising the deployment of resources and carrying out an annual resources audit.
- Liaising with teachers across all phases.

Head Teacher – Mrs Sarah Hunter

Deputy Head Teachers – Mrs Grace McDougall Assistant Head Teacher – Miss Louisa Nymeke

The Pioneer Academy is committed to safeguarding and promoting the welfare of all our pupils and expect all staff and volunteers to share this commitment.

- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of history to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for development of history in subsequent years.

The **classroom teacher** is responsible for:

- Acting in accordance with Broadmead Primary School History Policy, ensuring that lessons are taught in line with the school's Health and Safety Policy at all times.
- Liaising with the history coordinator about key topics, resources and supporting individual pupils.
- Ensuring that all of the relevant content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

Curriculum

In EYFS, history is taught through knowledge and understanding of the world

In both KS1 and KS2, history is taught for 2 hours a week every other half term, across 3 different topics per year group.

Programme of study

Key Stage 1

Pupils should be taught about:

- Changes within living memory and changes in national life.
- Events beyond living memory that are nationally or globally significant.
- 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.

Key Stage 2

Pupils should be taught about:

- In relation to Britain; the Stone Age to the Iron Age, the Roman Empire, the Anglo Saxons and Scots, the Vikings to the time of Edward the Confessor.
- The earliest civilisations.
- Studies on local history, an aspect of British history beyond 1066, Ancient Greece, a non-European society such as Baghdad c. AD 900 and another ancient civilisation.

Teaching and Learning

Through the teaching of history, pupils will gain a coherent knowledge and understanding of Britain's past and that of the wider world. Pupils' curiosity will be inspired. Pupils will be able to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. They will also gain an understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We aim to develop children's enquiry skills through the use of questioning and by exposing them to experiences in which they are able to develop strong research skills. Whole-class teaching

methods is taught, in conjunction with group activities and individual tasks, dependant on the structure of the class and content of the lesson. A variety of approaches are used to cater for various learning styles (visual, auditory and kinaesthetic). Some of these include classroom displays, stories, chronological timelines, role play, artwork, the use of photographs, ICT and educational visits. It is important that children have access to artefacts where possible, and are able to view primary and secondary sources to enhance their historical understanding.

The learning for each lesson is informed by the national curriculum 2014 and children are guided towards this within each lesson through the use of steps for success. Teaching and learning in history is supported by a wealth of resources, including access to online platforms.

Role of ICT

All children will have the opportunity to use a range of ICT equipment to enhance their history learning. Children also have opportunities to research using the internet on iPads or laptops to support their studies.

Assessment

Sketchbooks are started in Year 1 and carried through KS1 and KS2. These books are for recording, storing and exploring ideas, plans and designs. They also contain the finished work or photographs of the finished artwork. They are an on-going record of learning and achievement and provide an insight into each individual child's skills progression. Teacher assessment is both verbally and in sketchbooks by using positive comments and an improvement opportunity in line with the Progression of Skills Criteria. This evaluation contributes to the end of year written report.

Resources

Resources to compliment the topics are available in the humanities cupboard. There is a variety of equipment stored here and is accessible for all staff. The subject co-ordinator is responsible for the auditing and maintenance of these resources.

Enrichment Opportunities

Teachers are encouraged to plan educational visits to enhance learning and to immerse children in their history topic, creating memorable experiences. In-school visits could also be organised, inviting professionals and representatives to work with the children in an area of expertise.

Equal opportunities (see also equality statement)

We will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to computing and all staff members follow the equal opportunities policy. Resources for SEND children and gifted & talented will be made available to support and challenge appropriately.

To be read in conjunction with:

- Inclusion Policy
- Teaching AND Learning Policy
- SEND policy