



BUTTSBURY
JUNIOR SCHOOL

AN ACADEMY SCHOOL

History Policy

Maximum Effort for Maximum Achievement

Introduction

This policy outlines the teaching, organisation and management of History taught and learnt at Buttsbury Junior School. We use the National Curriculum and the statutory requirements to plan a chronological study of history across the key stage. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the History subject leader.

Intent

At Buttsbury Junior School the intent of our History curriculum is for children to understand the chronological historical narrative of Britain and how this compares to other ancient civilisations across the world. In addition, children will become critical thinkers and be able to comment on historical change and evaluate how it has impacted on modern life. At Buttsbury Junior School, we are historians and children will develop strong historical skills in the form of researching and analysing both primary and secondary historical sources to understand how they learn about the past.

Implementation

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning. Strands in History include: Study periods of History; chronological understanding and historical enquiry.

At Buttsbury Junior School, History lessons may include:

- The use of artefacts to stimulate curiosity and develop the skills of historical enquiry.
- Engaging activities, trips and visitors.
- The use of primary and secondary historical sources to form an understanding of the past.
- Independent research to promote transferable skills such as locating key information; analysing the validity of sources and summarising findings.
- Comparisons of different periods in history.
- Evaluating how the past has impacted on modern life and how this has influenced our historical heritage and British Values.

Impact

Our curriculum encourages children to be curious about the past and to be critical thinkers. By learning about the past, including local history, children understand the world they live in now and this enables them to value their own and other people's cultures in modern multicultural Britain.

As a result of our History curriculum, children are equipped with the necessary knowledge and skills for the next stage of their education at secondary school.

We teach History to

- Fire pupils' curiosity about the past in Britain and the wider world;
- Help students develop a chronological framework for their knowledge of significant events and people;
- Develop a range of skills and abilities – particularly those related to finding out about the past, explaining what happened and analysing events.

Through History we can also

- Develop pupils' critical thinking skills;
- Promote pupils' awareness and understanding of the British values and SMSC.
- Develop an understanding of the world we live in today and how it is influenced by past events and key individuals.

In learning History pupils will

- Use a range of sources such as people, the local environment, artefacts, written materials, photographs and ICT based materials;
- Select the most appropriate source of evidence and evaluate the reliability of sources;
- Investigate significant issues about the past;
- Work in a variety of contexts – individually, in groups and as a whole class;
- Present their knowledge and understanding in a variety of ways such as through drama, oral presentations, debates, various writing styles/ genre, timelines and drawings;
- As they grow in confidence, begin to pose and investigate their own questions.

When teaching History, we

- Always explain what we want pupils to know, understand and be able to do through the history they are about to do;
- Use open, higher order, questions to deepen children's thinking;
- Vary the resources and activities to ensure pupils are actively learning, researching and investigating.
- Use starters and plenaries to ensure pupils are engaged and have opportunities to reflect on their own learning and progress.
- Use Brain Busters to reinforce key knowledge, that will be committed to a pupil's long- term memory.
- Deepen knowledge and understanding through the use of Bloom's Taxonomy after a Cross-curricular writing task.

To assess pupils' progress in History we

- Gather evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them and evaluating any written work they produce.
- Make twice yearly and end of Key Stage judgements using the national curriculum statements.

In our curriculum History is taught:

- As a discrete subject but links are made with other subjects, where appropriate and meaningful (Geography, Literacy, Art and DT.)

To teach History we use a range of resources:

Texts, artefacts, ICT, photographs, pictures, school visits to museums, visiting workshops and individual experts.

Collecting evidence about the teaching of History through

- Monitoring of lessons, including deep dives;
- Review of planning;
- Work scrutiny;
- Progression activities with selected children;
- Analysis of attainment and progress, twice a year.

Mastery

Effective mastery in History encourages all pupils to think critically about the past and evaluate the impact of historical events on the modern world.

Pupils are able to compare and contrast customs and beliefs from one society to another.

Pupils can empathise with people of the past and analyse their motivation and decisions.

Pupils can select the most appropriate source of evidence; evaluate the reliability of sources and form their own opinion about historical events from a range of sources.

As a result of this, pupils will have comprehensive understanding of the past and develop critical thinking skills.

Monitoring and Review

Policy Date: Spring 2023

Review Date: Spring 2026