

# Brookfield Park Primary School

*Nurture, include and inspire to  
succeed*



## History Policy *Date May 2026*

Policy will be reviewed May 2027

## History Policy – Brookfield Park Primary School

### Introduction

A high-quality history education will help pupils gain a coherent knowledge and understanding of

Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand 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.

This policy outlines the learning, teaching, organisation and management of history at Brookfield Park Primary School.

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the history leader.

### Our Aims

Through our teaching of history we aim:

To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that History has to offer;

To enable children to know about significant events in British history, and to appreciate how things have changed over time;

To develop a sense of chronology;

To know and understand how the British system of democratic government has developed and in doing so to contribute to a child's citizenship education;

To understand how Britain is part of a wider European culture, and to study some aspects of European history;

To have some knowledge and understanding of historical development in the wider world;

To help children understand society and their place in it so that they develop a sense of their cultural heritage;

To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation and local area.

### Entitlement and Equal Opportunities

In line with our *Equal Opportunities Policy* we are committed to providing a teaching environment conducive to learning.

All pupils are entitled to access the history curriculum at a level appropriate to their needs arising from race, gender, ability or disability, religion, social background and culture. Some areas of study may have to be adapted to take into account individual requirements.

### History curriculum planning

We use the National Curriculum for history as the basis for our curriculum planning, alongside the more detailed Twinkl documents for each year group. We are particularly committed to then plan clearly defined lessons using the provision of the learning bookmarks which include; a lesson question, key vocabulary, key definition, high quality images and key learning information.

## Organisation of history within the Curriculum

Learning is organised as an annual year group cycle. History is linked to other foundation subjects, particularly English, History, Art, DT and Science.

Unit plans are found on the W Drive along with the topic's learning bookmark to support key learning in each lesson.

Twinkl lesson planning and subsequent resources are used to inform and assist teaching and learning – not dictate it as a stand-alone resource.

Substantive and disciplinary progression documents also support the delivery of the History curriculum and subsequent learning opportunities.

## Strategies for the teaching of history

Learning and Teaching in history will be in line with the school's *Teaching and Learning Policy*, where provision is made for all learning styles.

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of cross curricular learning, drama and story-telling in History teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'how do we know?' about information they are given.

The history curriculum at Brookfield Park Primary is designed to provide children with learning opportunities that reflect the breadth and balance of contexts outlined in the National Curriculum.

## Differentiation

There are a number of different forms of differentiation, to be used as and when appropriate:

- By outcome – where a task is given and the children respond at different levels
- Different tasks around the same topic matched to the needs of the children
- Variety of input for the same task
- Variety of questioning
- Completion of different tasks
- Mastery and greater depth learning through challenges for the more able and more confident children
- Support provided and work scaffolded where necessary

The role of the history leader is to:

Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing History

Renew, update and oversee the audit of resources needed to deliver the curriculum

Monitor and evaluate the learning and teaching of History

Support colleagues in ensuring progression and continuity of History learning across the school

Keep abreast any developments in the teaching and learning of History through CPD and SHARES training – relevant feedback will then be provided for teaching staff

Prepare the policy document and update accordingly, with the input of the subject Governor

Ensure that the history policy has been changed to reflect the new curriculum, as a result of ongoing CPD

Support teachers to understand how aims are to be achieved and how the variety of all

aspects of History is to be taught

Advise during in-service training, to staff where appropriate. This will be in line with the needs identified in the School Improvement Plan and within the confines of the school budget

Assist with requisition and maintenance of resources required for the teaching of History. Again this will be within the confines of the school budget.

Monitor progress over time, with key areas for monitoring identified and evidence collected, eg monitoring the progression of skills across the school

Role of the class teacher

- o To ensure progression in the acquisition of historical skills with due regard to the National Curriculum for History.
- o To develop and update substantive and disciplinary, knowledge skills and understanding of History.
- o To identify inset needs in History and take advantage of training opportunities.
- o To plan effectively for History, liaising with subject leader where necessary.
- To identify what resources are needed for their lessons and to liaise with the subject leader to purchase what is necessary (within the confines of the school budget)
- o Report to parents about their child's learning and progress in History via the annual school written report and through the sharing of Topic books during parent drop ins and parent's evenings.

Assessment

#### Unit assessments

New Initiative...These are the bookmark learning questions. Children are to be given the 6 questions from the topic to be assessed on. They can be used at the start of a lesson to establish children's previous knowledge and understanding. These can be used throughout the topic as a review of learning and help to support embedded knowledge. The six questions can then be used at the end of the topic to assess the children's knowledge and understanding of that topic.

#### End of year assessments

New Initiative ...Two questions from each topic to be selected and the children share their knowledge and understanding of those questions. The children can choose how they wish to show their understanding, whilst being encouraged to record pictures, key vocabulary, phrases and sentences and also share their understanding verbally too. A class list is created detailing whether the children are below, at or exceeding year group expectations.

Self-Assessment and Peer Assessment

Peer and self-assessment are ways of engaging children in understanding their progress in learning and identifying next steps in their learning that can be used in addition, and to support, to oral and written feedback from teachers and support staff. The aim is to involve children in the analysis and constructive criticism of their own and others work.

Learners use the success criteria to make judgements on their own, and peers, learning and identify areas for development – next steps.

### Day to Day Assessment

The main focus involves teachers using their professional skills to observe a child to see if the work provided for them is sufficiently challenging to ensure progress or that misconceptions or 'gaps' are not impacting on progress. The assessments are noted and used to inform future planning.

This may be achieved through:

- Questioning
- Observing
- Discussing
- Analysing
- Checking children's understanding
- Engaging children in reviewing progress

### Resources

Long term planning on the W drive- videos, lesson ideas, vocabulary, power points, links to other curriculum areas including Maths, History and PSHRE

History websites quick tasks or good lesson starters or whole lesson to develop understanding- use weekly to promote scientific curiosity, observation skills, explaining, addressing misconceptions

Twinkl- knowledge organisers, additional lesson resources, PowerPoints

Class teachers have been supplied with a topic box for each topic in which topic specific artefacts, posters, books and more are included to support the children's curiosity and learning.

Learning Bookmarks

Twinkl Resources and Plans

BBC History – includes video clips

Horrible Histories

Historical Association

### Health and Safety

This policy needs to be read alongside our *Health and Safety Policy*. Consideration needs to be given to conducting appropriate Risk Assessments and ensuring the safeguarding of children and staff when planning and carrying out history activities, including fieldwork.

### Monitoring and Evaluation

The teaching and learning of history will be monitored through the analysis of long and medium term planning, pupil interviews, book looks, staff meeting sharing of expertise and work completed with the children and lesson observations/learning walks, in line with the school development plan, monitoring of the coverage and progression of skills across key stages, liaising with and informal discussions with teaching staff.

## *History Curriculum*

### FOUNDATION STAGE

We teach History in Reception and Nursery classes as an integral part of the topic work covered during the year. As the Reception and Nursery classes are part of the Foundation Stage we relate the History side of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. History makes a significant contribution to developing a child's knowledge and understanding of the world, through activities such as dressing up in historical costumes, looking at pictures of famous people in history, or discovering the meaning of vocabulary ('new' and 'old', for example) in relation to their own lives.

#### *Key stage 1*

Pupils should develop an 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. They 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. They 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 stages 2 and 3.

#### *Key stage 2*

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

#### *Integrating ICT in Schemes of Work*

ICT has an important part to play in the provision of a balanced history curriculum, but activities and resources should be selected with care.

Opportunities for the use of ICT are likely to include:

##### *The use of video resources*

The school possesses video resources which are appropriate to support the History curriculum. These can enhance children's understanding of particular times in the past.

##### *CD Rom activities*

These can provide rich and focussed material which is appropriate for children of specific levels of ability.

##### *The internet*

The internet can provide an extremely valuable source of research material for pupils. However, teachers need to plan sessions involving use of the internet carefully, since most published material which might be located using search engines is likely to be aimed at adult readers; it is no more appropriate for children to be expected to use an adult text on the internet than from a book. There are a number of strategies which can be employed to maximise the benefits of using the internet:

σ Teacher selection of sites (links can be saved on the school server, or placed on a web page on the school website, for instance).

- σ Use of educational portals (websites listing appropriate educational sites)
- σ Advice to children on suitable search engines and search terms. In particular, children should be discouraged from using image searches, because the search results may include inappropriate graphics which will not be filtered.

Likely search terms should also be checked by the teacher prior to the session in case inappropriate results may be returned.

□ *Digital cameras/IPads*

The use of digital cameras or iPads can enable children to record evidence which can later be reviewed, and is therefore of considerable value as they can also be used to record field trips and drama activities, allowing both review and self-assessment by children.

