



Ball Green Primary School

History Policy

[September 2021]

Intent – Implementation – Impact

Every child. Every chance. Every day.

Article 28: Every child has the right to an education.

Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.



History Curriculum vision:

At Ball Green Primary School, the aim of history teaching is to stimulate the children's interests and understanding about the lives of people who lived in the past. We teach the children a sense of chronology and through this, they develop a sense of identity and a cultural understanding based on their historical heritage. We aim to inspire pupils' curiosity to know more about the past, encouraging pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We will aim to help pupils 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. Thus, they learn to value their own and other people's cultures in modern multi-cultural Britain and, by considering how people lived in the past, are better able to make their own life choices today.

"A people without the knowledge of their past history, origin and culture is like a tree without roots."

[Marcus Garvey]

"History must share with reading, writing and arithmetic first rank as the most important subjects in the curriculum. Understanding the issues on which citizens of a republic are expected to vote is impossible without an understanding of the past."

[Walter Cronkite]

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The History curriculum:

- The history curriculum will be fully embedded across all year groups and all learners will have an understanding of what history is as a subject domain.
- Children will develop a set of progressive key skills across the history curriculum that will become cumulative (year-on-year).
- Children will have a deeper understanding of subject-specific knowledge and skills across the history curriculum through the implementation of a progressive, broad and balanced curriculum.
- A purposeful, cross-curricular learning sequence will be planned and delivered for all year groups by class teachers.
- Children will have access to hands-on learning, using resources and artifacts through bought resources.
- 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 help children understand society and their place within it, so that they develop a sense of their cultural heritage.
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

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KS1 topics:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Changes in living memory (toys)		Significant local person – Clarice Cliff & Emma Bridgewater			
2		Lives of significant individuals – Ernest Shackleton		Events beyond living memory – The Great Fire of London		

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LKS2 topics:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	British History beyond 1066: WW2 1939-1945				Local History beyond 1066: Victorians	
4	Vikings & Anglo-Saxons 410 AD – 1066 AD		Romans 27 BC – 476 AD			

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UKS2 topics:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	Ancient Greece 800 BC – 600 AD					Mayan Civilisation 1800 BC – 250 AD
6	Stone Age – Iron Age 3,000,000 BC – 2,500 BC					The Shang Dynasty 1600 – 1046 BC

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Monitoring of the History curriculum:

Standards achieved against the Age Related received/experienced curriculum

- ✓ Formative Assessment – carried out WEEKLY for all subjects (core & foundation) on DC Pro
- ✓ Book scrutinies – completed by all subject leaders and evaluated by SLT
- ✓ Learning Walks – completed by all subject leaders and evaluated by SLT
- ✓ Lesson Observations – completed by all subject leaders and evaluated by SLT
- ✓ Flipchart / Resources reviews – completed by all subject leaders and evaluated by SLT
- ✓ Child conferences / school council conferences – completed by all subject leaders and evaluated by SLT
- ✓ Subject leader discussions – bi-annually, discussed at Performance Management target setting and target review meetings
- ✓ Collaborative leader discussions with other local schools
- ✓ Link governor visit reports – x3 per annum
- ✓ Teaching & Learning reviews – x2 per annum

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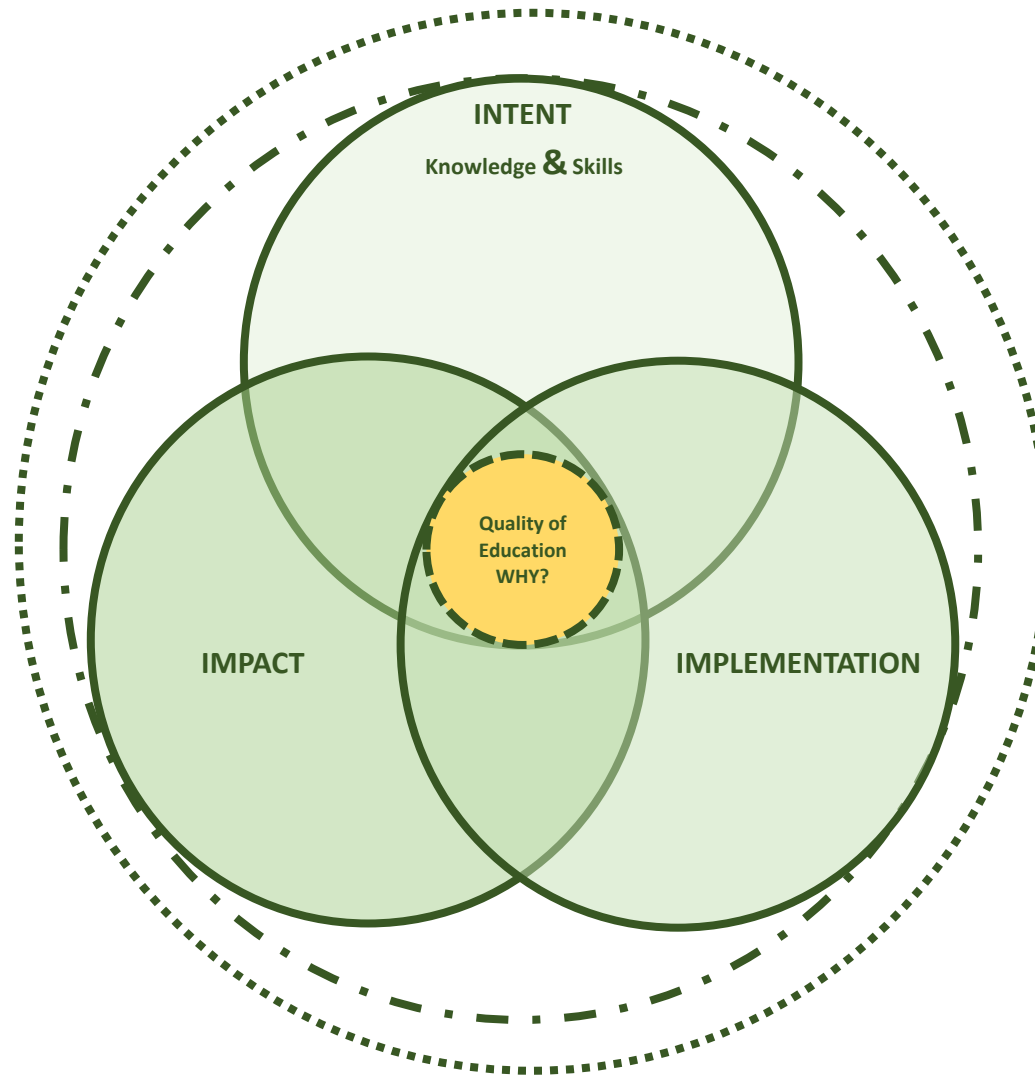


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2021-2022 History Monitoring Timetable

Half term	Subjects – Core & Foundation Curriculum implementation monitoring: across all areas of the curriculum <i>(Learning walks, book & planning scrutinies and pupil voice)</i>
Autumn 1 & 2	Curriculum implementation monitoring Maths, English, Science
Spring 1	Curriculum implementation monitoring History, Geography, Art, Computing, PE and PSHE
Spring 2	Curriculum implementation monitoring Maths, English, Science History, Geography, Art, Computing and PSHE

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WHAT? - . -
HOW?