

History Policy

Work Together – Grow Together – Flourish Together

Overview

History at Bridstow CE Primary School is taught within our bespoke, **Harmony-aligned curriculum**.

Our approach is closely influenced by The Harmony Project, particularly its emphasis on meaningful enquiry, connections between people and place, and helping pupils understand the relationship between past, present and the wider world.

Where appropriate, History contributes to broader curriculum enquiries and makes purposeful connections with other subjects. These links support, rather than replace, the distinctive knowledge, concepts and disciplinary thinking of History.

This policy should be read alongside the school's **Foundation Curriculum Policy**, which sets out our wider approach to curriculum design, teaching, inclusion, assessment and resources.

1. Aims

At Bridstow, we believe that History helps children to understand people, societies and events in the past and to recognise how these have shaped the world in which we live today.

Our History curriculum aims to:

- develop pupils' knowledge and understanding of significant people, events, places and periods in British, local and world history;
- develop a secure sense of chronology;
- help pupils understand change and continuity, cause and consequence, similarity and difference, and historical significance;
- encourage pupils to ask and investigate worthwhile historical questions;
- teach pupils to use a range of historical sources thoughtfully;
- help pupils understand that the past can be interpreted in different ways;
- develop pupils' ability to use evidence to reach and explain conclusions;
- broaden pupils' understanding of different societies, cultures and human experiences;
- make meaningful connections between local, national and world history;
- inspire curiosity about, and enjoyment of, the past.

2. Historical Knowledge and Enquiry

History is more than the recall of facts.

Pupils develop both:

- **substantive knowledge** – knowledge of people, events, places, periods and developments in the past;
- **disciplinary knowledge** – understanding of how historians investigate, interpret and make sense of the past.

Through their historical learning, pupils develop increasing understanding of:

- chronology;
- cause and consequence;
- change and continuity;
- similarity and difference;
- significance;
- evidence;
- interpretation.

Children are encouraged to ask questions, examine sources, compare accounts and reach conclusions supported by evidence.

They also learn that historical knowledge is constructed from the evidence that survives and that some aspects of the past cannot be known with certainty.

3. Organisation and Planning

History is planned through the school's agreed long-term curriculum.

Because Bridstow has mixed-age classes, History is organised through a rolling programme which ensures appropriate National Curriculum coverage and progression over time.

Historical learning may form part of a wider Harmony-aligned enquiry where there is a meaningful connection. In such cases, History retains its distinct subject identity and intended learning.

Where no worthwhile connection exists, History is taught separately.

Teachers plan from the school's curriculum and identify:

- the key knowledge pupils need to learn and remember;
- relevant prior learning;
- important historical vocabulary;
- the historical concepts and disciplinary understanding being developed;
- suitable sources and resources;
- opportunities to revisit and connect previous learning;
- appropriate levels of support and challenge.

Harmony Project materials may be used where they enhance the intended historical learning, alongside resources from a range of other suitable sources.

4. Progression

Our curriculum is designed so that pupils develop increasingly secure historical knowledge and increasingly sophisticated ways of thinking about the past.

As pupils move through the school, they should:

- place events and periods within an increasingly secure chronological framework;
- make connections between periods already studied;

- use historical vocabulary with increasing accuracy;
- ask more searching historical questions;
- use a wider range of sources;
- consider the usefulness and limitations of evidence;
- recognise that accounts of the past may differ;
- construct increasingly well-supported historical explanations and conclusions.

Important knowledge and concepts are revisited so that pupils can connect new learning with what they already know.

5. Local History and Wider Connections

Local history forms an important part of our curriculum.

Where appropriate, pupils investigate the history of Bridstow and the surrounding area and make connections between local developments and wider historical events and periods.

The Harmony-aligned nature of our curriculum supports this emphasis on place, community and connection.

Visits, local buildings, museums, churches, maps, photographs, artefacts and other sources may be used to enrich pupils' understanding and provide first-hand encounters with the past.

Pupils also study a broad range of periods, societies and cultures beyond their immediate locality.

6. Teaching and Learning

History teaching should:

- build upon pupils' prior knowledge;
- make important historical knowledge and vocabulary explicit;
- provide clear historical context;
- make effective use of timelines and chronological reference points;
- use a range of high-quality sources and resources;
- provide opportunities for discussion, enquiry and interpretation;
- encourage pupils to support ideas with evidence;
- distinguish clearly between historical evidence and imagined detail;
- make meaningful cross-curricular connections where appropriate;
- provide access and challenge for all pupils.

7. Assessment

Assessment in History is based upon the knowledge and understanding identified within the intended curriculum.

Teachers use evidence from discussion, questioning, pupil work, historical enquiry and pupils' ability to recall and apply previous learning.

Assessment should help identify what pupils understand securely and what needs to be revisited or developed further.

8. Resources

Teachers draw upon a range of suitable historical resources.

These may include books, artefacts, images, maps, timelines, primary and secondary sources, digital resources, local records and materials from The Harmony Project.

Resources are selected according to their historical accuracy, quality, relevance and suitability for the pupils being taught.

The school does not rely upon a single commercial History scheme.

9. Monitoring and Review

History is monitored through proportionate activities which may include review of planning, pupil discussion, consideration of pupils' work and professional discussion between staff.

The curriculum and this policy are reviewed periodically to ensure that they continue to provide appropriate coverage, progression and a strong fit with Bridstow's bespoke Harmony-aligned curriculum.