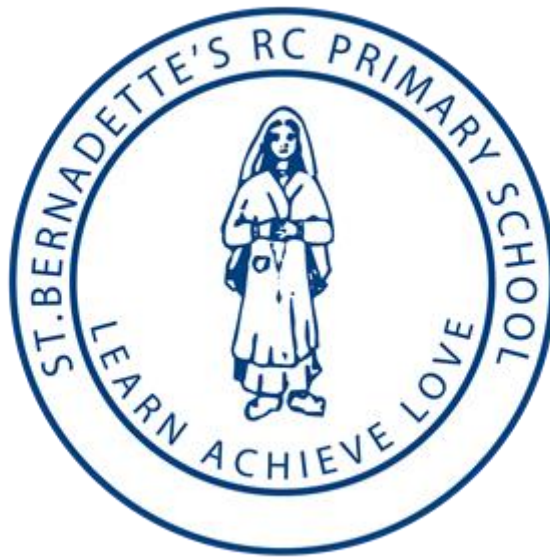


St. Bernadette's RC Primary School



History Policy

Together we Learn.

Together we Achieve.

Together we grow in God's Love.

Written: April 2023

Next Review: April 2025

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1. Subject Statement

INTENT

History at St. Bernadette's Primary School aims to ensure that our children will leave school with a secure understanding of the chronology of British history and that of the wider world. Through our topics, we aim to provide interesting and exciting historical experiences, which promote historical thinking; developing an appreciation of the past and ensuring children become analytic thinkers by evaluating a range of primary and secondary sources. A question-focused approach will encourage our children to ask questions, weigh evidence, scrutinise arguments and develop their own judgement of historical periods. Our curriculum has been carefully planned and structured so there is a clear progression of knowledge, skills and understanding. Our curriculum will allow our children to become curious learners, developing a deep understanding of the historical concepts taught and they will be able to build upon their prior knowledge.

IMPLEMENTATION

A topics-based approach has been implemented to ensure history is taught as part of a 2-year cycle, focusing on the knowledge and skills stated in the National Curriculum. Carefully planned topics ensure there is a progression of historical skills and knowledge across the school with teachers planning engaging lessons that follow our progression of knowledge and skills document. Each topic starts with a launch quiz, which is later revisited at the end of the topic to demonstrate knowledge acquisition.

At the centre of our history curriculum is the use of deep-thinking questions as whole topic and lesson drivers. These deep-thinking questions allow the children to weigh evidence, scrutinise arguments, make connections and develop their own judgement. Our children's journey as historical thinkers starts in EYFS where children begin to think about special events in their own lives. As our children progress through KS1 and KS2 they build upon these foundations and can ask meaningful questions, think critically, understand chronology and gain historical perspective by making connections between the topics that they have learnt. We engage and enhance our children's opportunities through educational visits and visitors as these play a key role in helping children to understand history in the context of real life.

IMPACT

By the end of their primary education at St Bernadette's, our children are able to articulate and demonstrate that they have developed the historical knowledge, language and skills to help them understand the history of the United Kingdom and the wider world. Our children demonstrate a good understanding of human attitudes and experiences, historical enquiry, and can make links between historical events and the world in which they now live. Children's knowledge and skills develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to build on a deeper understanding to prepare them to become competent historians.

2. Teaching and Learning

We aim to use a variety of teaching and learning styles in our history lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We believe in whole-class teaching methods and combine these with enquiry-based learning activities.

We believe children best learn when they:

- Have access to and are able to handle artefacts.
- Go on educational visits and bring visitors to school to bring the past to life.
- Have access to secondary sources such as books and photographs.
- Listen to and interact with stories from the past.
- Undertake fieldwork and interview family and older friends about the changes in their own and other people's lives.
- Use a variety of mediums to embed historical knowledge e.g. drama and dance.
- Use a wide range of resources for research purposes e.g. the internet, videos & non-fiction books.
- Work independently or collaboratively, to ask as well as answer historical questions.

3. Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's historical enquiry skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through purple pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Use of the 'Checking in' and 'Checking out' strategy throughout a unit, alongside specific and measurable LCs for each lesson with child and teacher review of the agreed success criteria

4. Planning and Resources

Existing, history resources are stored within each key phase and are organised into topic themes, which are clearly labelled. The library contains a good supply of history topic books to support children's individual research. Class teachers are encouraged to have a topic table for each of the history schemes of work where books and other artefacts are displayed and easily accessible for children. Floor books will hopefully be introduced to help support and celebrate the children's understanding and

achievements made during the project. Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each topic. These are also explicitly outlined on each topic overview, which makes explicit links to the national curriculum 2014. Key vocabulary is also identified, as well as how consideration to the school's context has informed the programme of study. Cross curricular outcomes are also identified prior to teaching and these are evidenced through outcomes of work, as well as being stated explicitly in planning.

5. Organisation

We follow a varied curriculum approach to learning, which means that pupils study history one lesson per week. This allows children to enhance their knowledge of history and develop related skills through focused learning, throughout the duration of each unit. Our aim is to promote a greater depth of understanding of each topic.

6. EYFS

Early years explore historical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and time. They are assessed according to the Development Matters Attainment targets.

7. KS1 and KS2

During Key Stage 1, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They start to 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 demonstrate a growing confidence and accuracy when using commonplace historical vocabulary. Through literacy and drama, children become able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Children start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented. Children are taught to identify changes within living memory, by examining how toys and entertainment have changed within living memory and what this reveals about changes in national life. Children also investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time. As part of this focus children will study the Great Fire of London and how homes have changed over time. We will also study the lives of significant individuals in the past who have contributed to national and international achievements; the specific individuals studied will link to and support cross curricular link; however, we plan to study Samuel Pepys, Mary Seacole, Florence Nightingale and Edith Cavell. As part of our study of significant historical events, people we look at Sir Robert Peel among others.

Throughout 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. This sense of understanding of chronology will be referred to throughout this Key Stage so that children become

secure in their understanding of important historical events and eras, 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. Children will learn to select, organise, review and present relevant historical information. Children will begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated. Progression, through this Key stage, should allow pupils to understand both the long arc of development and the complexity of specific aspects of the content. During this Key Stage, children are learning about the changes that happened in Britain from the Stone Age, through the Bronze Age to the Iron Age. They will also learn about the Roman Empire and its impact on Britain; both in the short term and to the present day. This study will be followed by an investigation of Britain's settlement by the Anglo-Saxons and Scots culminating in a study of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. We will study these periods of history in a broad chronological order, to help support children's understanding of chronology and trends over time.

8. Equal Opportunities

At St Bernadette's we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

9. Inclusion

All pupils are entitled to access the history curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Through the use of checking in and out questions, teaching ensures topic relevance to all individual learners. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging history curriculum and this is supported through a number of links with places of historical interest in the immediate and wider locality and regular heritage projects which engage the children further through practical learning activities.

10. Role of the Subject Leader

The coordinator's responsibilities are:

- To ensure a high profile of the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of history

- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT.
- To monitor planning and oversee the teaching of history.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the history curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

11. Parents

We, at St Bernadette's actively encourage the involvement of families and the wider community to help support the teaching of history. Parents and carers are involved with supporting their children with topic- based homework. History homework tasks are well communicated and have a clear purpose, often providing children with the means to research and explore a topic to support their classroom work.