

## St Bartholomew's C of E Primary School History Policy



### Our Christian Vision

Believe Achieve Respect Together Succeed

**B** – We **believe** we will flourish in God's family.

**A** – We know that everyone in St Bart's can **achieve**.

**R** – We **respect** everyone in our family.

**T – Together** we support and help each other.

**S** – As part of God's family we support everybody to **succeed**.

### Safeguarding

St Bartholomew's C of E Primary School is committed to safeguarding and promoting the welfare of its pupils. We believe all staff and visitors have an important and unique role to play in the protection of children.

At St Bartholomew's History is a valued part of the curriculum enabling children to study evidence about the past giving them a sense of identity, set within social, political, cultural and economic relationships. History fires children's imagination and curiosity about the past in Britain and the wider World. It is concerned with time, sequence, chronology and the study of evidence. It encourages children to research, sift through evidence and argue their point of view – skills that are valued in adult life.

### Curriculum overview for History in Key Stage 1 and 2.

"We are not makers of history. We are made by history"

-Martin Luther King

At St Bart's, we want to inspire our children through our history curriculum and show our pupils that history has had a direct impact on the way they live their lives today and that history is not just the study of the past, but the study of the present. Further to this, our vision for history is that all of our children and their diverse heritage is represented and celebrated through our curriculum. We intend to promote the cultural capital of history to inspire our children and give them aspirations beyond our school. We do this through a range of visits, visitors, fieldwork and first-hand experiences.

The teaching of History follows the guidance of the 2014 National Curriculum for Key Stage 1 and Key Stage 2. The History curriculum is split into four areas:

- changes within living memory.
- events beyond living memory that are significant nationally or globally.
- the lives of significant individuals in the past who have contributed to national and international achievements.
- significant historical events, people and places in their own locality.

### EYFS

History is taught through the heading of 'Understanding of the World'. Children will be provided with opportunities to:

- explore, observe and find out about people, places, technology and the environment"
- develop a greater sense of how change happens over a period of time.

### Aims to:

- develop the children's curiosity and interest

- teach about major issues and events in history of our own country and of the world and how these events can influence each other.
- develop a knowledge of chronology within which children can organise their understanding of the past.
- develop the children's skills in enquiry, investigation, analysis, evaluation and presentation.

#### **Teaching and Curriculum Delivery:**

To achieve the objectives in the History curriculum the subject is taught yet integrated with other subjects over a period of a half term. By intergrating the topic into other subject areas such as art and History, we make the most of all learning opportunities and give children a more in-depth knowledge about the time period/ civilisation or person. History is taught through a variety of approaches to ensure children with different learning styles and abilities are accommodated. Learning opportunities are implemented using a range of stimulating resources, visitors and visits. ICT provides opportunities to a range of additional resources.

#### **Management - the role of the History Leader ensures:**

- To continue to subscribe to the Leeds Museum bronze package to ensure that children have the opportunity to handle and use their enquiry skills to in investigate artefacts. In addition, to take advantage of the twilight training for identified gaps in teachers learning. Colleagues are supported in developing their knowledge and skills in the teaching of History.
- Resources are audited, updated and made readily available to staff
- Policies and overviews of the History curriculum are updated and adhered to provide progression and continuity throughout the school
- New initiatives /developments in the subject are communicated to staff through staff, phase and project meetings.
- Action plans are produced on an annual basis to review/evaluate the priorities for the subject
- The effectiveness and teaching of the subject is monitored through work sampling, drop ins, monitoring pupils voice and managing the History portfolio.

#### **Spiritual, moral, social, and cultural development:**

##### **Spiritual development**

The study of History involves questioning why events happened, how they happened and the big 'what ifs' and the different results that could have occurred. Artefacts (from Leeds Museum) are used to give pupils an understanding of the past and the people who used or produced the objects. Pupils are encouraged to explore the role played by important individuals and groups, for good or bad, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.

##### **Moral development**

Throughout their learning journey, our pupils are asked to consider and comment on moral questions and dilemmas. Events and beliefs in the past were often at odds with what we would consider acceptable today. Pupils are encouraged to empathise with people of the past who faced these dilemmas, understand the point of view and reasoning of those people in the past behind decisions, and finally understand that not all people in the past shared the same views, views which we may consider unacceptable today. The concepts of right and wrong are explored in connection with events from the past, linking with the value of justice.

##### **Social development**

Pupils will explore the similarities and contrasts between past and present societies and be made aware of how we are very fortunate to live in Britain today whose 'British values' keep us safe and respected, which links with the value of thankfulness. They will examine how other cultures have had a major impact on the development of 'British' culture and the diversity of societies that we live in today. Pupils will also be encouraged to build up their own social development through collaborative and team working activities,

understanding the Christian values of teamwork and perseverance. The study of social issues is a common theme in History lessons

#### Cultural development

Pupils will study, and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture and the diversity of societies that we live in today. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history and begin to understand why they came to Britain and how they have contributed to our modern society. The contribution of different cultures and their progress are studied, which links with the values of wisdom and endurance.

#### **History and supporting children with EAL:**

Teachers will take account of these pupil's needs by adapting and making provision where necessary to enable all pupils to participate effectively. Such provision may be as follows:

- Oral rehearsing and opportunities for drama, role play to embed ideas
- Providing first hand opportunities such as educational visits, handling artefacts etc
- Use of ICT to provide video clips, audio opportunities and support tools.

#### **Differentiation and Special Needs:**

Within classes there are a wide range of abilities from those who are more able to those who have special educational needs. Teachers should be prepared to adapt activities to develop the skills of the more able and to give extra support where needed. Well- managed group work will allow children to collaborate enabling children with learning difficulties to be helped by other pupils. Likewise, developing challenges for the more able will ensure their learning is actively enhanced. We refer to these as our 'digging deeper challenges'. In preparing stimulating activities, using a wide range of resources, pupil's motivation and enthusiasm should be increased and, in turn, problems of a behavioural or emotional nature should be reduced.

#### **The role of parents:**

The school values contribution from parents and carers and recognises that families from different regions, countries, generations and genealogy can help in providing a creative and stimulating curriculum. We offer wider curriculum homework and hope that parents support this at home.

#### **Links to the local area and wider community:**

The local area provides a wealth of historical experiences from visits to different city museums to studying changes in housing, industry and factors influencing social history.

#### **Health and safety – Risk assessments:**

Risk assessment should be completed prior to all trips and visits. Any research undertaken outside the school grounds should comply with the school's required adult/ pupil ratio.

Reviewed: September 2024

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