

St Bernadette's Catholic Primary School

History Policy



‘Doing our best for God’

Introduction

At St Bernadette's, history is an integral part of the curriculum and provides opportunities for children to develop their knowledge and understanding of the world they live in. They do this through the study of historical civilisations, historical places, famous people and important events in Britain, Europe and the wider world.

Aims

- 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, to appreciate how things have changed over time and understand how Britain has influenced the wider world.
- To develop a sense of chronology and understand how they fit into the framework of the past, present and future.
- 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, including ancient civilisations, empires and past non-European societies.
- 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.
- To ask historical questions and create their own structured accounts, including narratives and analysis.
- To gain and use historical vocabulary.
- To gain historical perspective by placing their growing knowledge into different contexts.
- To understand historical concepts such as continuity and change, cause and consequences and use them to make connections.

Planning

At St Bernadette's, the history curriculum is taught in line with the National Curriculum Programme of Study for KS1 and KS2 (2014) with a focus on core knowledge and key skills. Teachers use the long term plan and progression of history skills to inform their medium and short term plans.

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.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

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 and that different versions of past events may exist, giving some reasons for this.

In planning, to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain

- Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

(DfE 2013)

EYFS

We teach history in the reception class as an integral part of the Understanding the World work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum 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 the ELG objectives of developing a child's knowledge and understanding of the world through activities such as exploring historical artefacts, looking and discussing pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. Historical vocabulary is also introduced and developed to enable children to discuss their ideas fully.

Inclusion

This policy relates to the school's philosophy for promoting equal opportunities. Children, irrespective of ability, race, gender or disability, are given full access to the History Schemes of Work.

In order to provide work that is appropriate to the learning experiences of individual children, it is necessary for the teacher to be aware of the statements/SEN support plans that apply to children being taught in the class. For pupils with SEN, tasks are differentiated accordingly so that all pupils are included. There are occasions when the resources may be different from those of the class but these will be in keeping with the pupil's SEN support plan.

More-able and talented pupils will be identified and their work differentiated accordingly. Teachers take account of the three principles of inclusion, set out in the National Curriculum, which relate to:

- setting suitable learning challenges
- responding to the diverse learning needs of pupils
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The above principles are considered in medium and short term planning. Teaching assistants may support individuals or groups of children within the lessons.

Equal Opportunities

It is the responsibility of all teachers at St Bernadette's Primary School to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the history curriculum and make the greatest possible progress.

Assessment

On completion of a piece of work the teacher marks the work and comments as necessary and assessment against the progression in skills is recorded at the end of each term. The coordinator collects all the data in order to track progress in each year group.

Linking History to other Curriculum Areas

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop oracy through discussing historical questions, debate or presenting their findings to the class. Children are expected to write wherever possible in their history unit through diary writing, recounts, stories, newspaper reports and persuasive writing.

Reading is an integral part of all lessons and it is important that reading skills are developed throughout the curriculum through a range of texts. Children are immersed in the history they are studying and encouraged to use skills such as: retrieval, skimming and scanning, comprehension, prediction. As part of our commitment to reading, there are outdoor opportunities to read about composers and famous people around the playground including Nelson Mandela, Samuel Pepys and George Gershwin. The library provides a wealth of non-fiction books to support the units of work.

History can also support children with their speaking and listening skills through debate and discussion to support writing, building confidence and developing thinking skills.

Maths

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form, for example they study the impact of the plague by analysing population statistics. Roman numerals are also taught as part of the maths curriculum.

Computing

We use ICT in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history at Key Stage 2. Children use ICT in history to enhance their skills in data handling, in presenting written work and researching information using the internet.

Personal, Social and Health Education (PSHE) and Citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed. They learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, Moral, Social and Cultural Development

When teaching history, we contribute to the children's spiritual development where possible for example, when the whole school ask, "What are we remembering on Remembrance Day?" We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying units such as child labour in Victorian Britain. Children learn about the role of the church in Tudor times and they find out how British society has changed over time as in Year 6 where they study Crime and punishment through the ages.

The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today, through Black History Month. British values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs are integrated into the Curriculum according to the 2011 Prevent Strategy.

Art and DT

Children are able to study artists and engineers such as Van Gogh and Isambard Kingdom Brunel learning about their lives and achievements before applying the skills needed to produce work in the given style.

Geography

History connects with geography with children using globes, atlases and maps to identify where different civilisations lived and reinforcing the knowledge of continents and countries, cities and rivers eg. UK maps of settlements of invaders such as the Vikings.

Music

Music has its own rich history as it has roots in all civilisations from around the globe. Children are able to listen to music and give their thoughts and ideas about the instruments that may have been used eg. the Maya would use drums, flutes and scrapers to make their music. Henry Tudor was a lover of music and was credited with the famous song Greensleeves. Children will also learn the history of composers such as Mozart as well as more modern day bands such as the Beatles.

PE

The music of different historical civilisations can be used for children to create their own dances. They can also learn traditional dances from different periods of history such as the Tudors.

Black History Month

Black History Month found its way to the UK in 1987 following its successful implementation in the USA and Canada. Its role is to celebrate and inform the public about all aspects of Black history and culture and to foster a sound understanding of Black history in general. October is Black History Month and we see this as an opportunity to celebrate and recognise the outstanding contribution of black and Ethnic minorities to British Society and the wider world eg, Martin Luther King, Mahatma Ghandi, Barack Obama and Rosa Parks.

Displays

All classes have a history display which supports the unit of work being studied with the use of pictures, photographs and related vocabulary. Where appropriate, timelines should be displayed for children to develop their understanding of where the period of time being studied fits chronologically in relation to their own period of time.

Role of Subject Leader

The Subject Leader is responsible for improving the standards of teaching and learning in History through:

- preparing and reviewing policy documents, curriculum plans and schemes of work for the subject
- encouraging staff to provide effective learning opportunities for all pupils, to develop valid activities appropriate for all pupils at different stages of development and which enables pupils to progress in the subject
- help colleagues develop their subject expertise and organise and monitor their professional development
- collect, evaluate and inform staff of all resources
- ensure standard formats for planning and assessment are being used
- provide annual subject action plans including costings and priorities which help inform the school development plan
- organise and advise on the contribution of History to other curriculum areas including cross curricular
- help with the monitoring and evaluation of the effectiveness of the subject within the school
- monitor and update the history webpage

Resources

St Bernadette's provides a range of primary and secondary resources for children to examine, discuss, question and investigate. Teachers have a range of resources including CGP text books, PlanBee and LCP lesson plans. There is also access to:

- books including library books
- atlases
- photographs/pictures
- artefacts/costumes
- internet access to historical websites
- art (famous paintings)
- ICT, DVD, CD Rom

- museum visits

Enrichment

Where possible, teachers will plan a visit to historical places such as Judges' Lodgings in Lancaster and Samlesbury Hall to see how the Tudors lived. We also visit museums and walk around the local area which is rich in Victorian buildings and architecture.

Health and Safety

Precautions will be taken to ensure the safety of all children during aspects of historical study especially when handling artefacts.

Particular care will be taken when the children are engaged in outdoor activities where potentially dangerous incidents could arise. Visits to places of interest are well planned, with the adult/child ratio and education visits policy strictly adhered to. For all trips, teachers will conduct risk assessments, and request the venues own risk assessments, in advance of the trip and record on Evolve to be approved by the Head Teacher.

Signed: *Karen Pearson* (History Coordinator)

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