

St Bernadette's Catholic Primary School

History Policy



“Doing our best for God”

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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 from the study of historical civilisations, 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.

Key Stage 1

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
- 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.

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 reception classes 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 4 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.

The Contribution of History to Other Subjects

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Teachers have access to texts linked to their history units in order to develop the children's reading skills in research, retrieval, comprehension, skim and scan and prediction. Children develop oracy through discussing historical questions, debate or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

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.

Resources

St Bernadette's provides a range of primary and secondary resources for children to examine, discuss, question and investigate. These include:

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

Inclusion

This policy relates to the school's philosophy for promoting equal opportunities. Children, irrespective of ability, race or gender, 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/IEPs 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 IEP.

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
- over coming 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.

Planning Overviews

Teachers have access to new planning grids which are on the Everyone Drive. These are completed to show the following:

- Unit of work question hook
- Outcomes of the unit
- Prior knowledge
- Skills and knowledge covered
- Lesson question hooks
- Greater Depth
- Diversity - links to Black History, gender, disability

Medium Term Plans

All history units have medium term plans that inform new teachers or those covering classes what needs to be taught. They include prior knowledge and outcomes, the objectives, resources and vocabulary to be used. Each medium term plan has lessons that cover the term and give an overview of the lesson content.

Assessment

Teachers assess each unit of work from the children's written work in their history books. They will determine whether a child is Entering (E), Developing (D), Secure (S) or Greater Depth (GD) for each unit of work over the year and record in the assessment grid which also shows previous outcomes. At the end of the year, they will use the assessments to determine an overall judgement and record on the outcomes sheet. This will then be passed on to the next teacher and sent to the subject lead.

Role of Subject Leader

The coordinator will monitor the teaching and learning of the topics through the monitoring of planning, teaching and assessment. Work scrutinies will be carried out by the History Coordinator with written comments to class teachers on areas of strength and areas to develop.

In Reception, progress will be tracked through the Early Years Foundation Stage Profile.

The work of the subject leader also involves supporting colleagues in the teaching of the units, being informed about current developments in the subject and providing support for the subject in the school. They will also ensure that there are resources to support the units of work including artefacts and books.

Cross curricular

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.

Children are expected to write wherever possible in their history unit through diary writing, recounts, stories, newspaper reports and persuasive writing.

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

Where possible, units are linked into other areas of the curriculum such as:

- Computing - research and presentation
- Art and DT - study of artists
- Geography - maps identifying where different civilisations lived; UK maps of settlements of invaders
- Maths - chronology
- Music - composers
- PE - dance

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 British people to our society. We do this through reading biographies, studying artists and musicians.