

**ST BARTHOLOMEW'S
PRIMARY SCHOOL**



History Policy

HISTORY POLICY

Introduction

History is a foundation subject in the National Curriculum. This document outlines our school's policy on the teaching of History at St Bartholomew's. The policy reflects the consensus of opinion of the whole staff and Governing Body. The implementation of the policy is the responsibility of all staff.

Aims and Purposes

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Our curriculum follows an enquiry led pathway in which children are encouraged to engage as historians and use the skills taught progressively throughout the school. We aim for all children to develop expansive and relevant historical vocabulary.

Foundation Stage

'Understanding the World' within the Early Years Foundation Stage is when children learn about the world around them and find out about the past through talking to parents, grandparents and friends and they develop an interest in their own story as well as the stories in their family. This is the beginning of developing an understanding of the past and helps them to learn about how other people are different from them, yet share some of the same characteristics and ideas.

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.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

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.

Further guidance and examples of learning that could be included can be found in the History Programme of Study – Appendix 1

Implementation

The National Curriculum (statutory and non-statutory) is followed for planning. Cross-curricular opportunities are sought wherever possible.

The Role of the History Co-ordinator

1. To undertake responsibility for History and co-ordinate development, organisation and implementation throughout the school.
2. To monitor and review the policy.
3. To support colleagues in the teaching and development of learning in History.
4. To monitor the standards and progress in the subject and sample pupils' work.
5. To promote good teaching practices.
6. To order / organise necessary resources within the constraints of the school budget.
7. To promote new national curriculum developments and lead appropriate INSET

Planning

All teachers are involved in planning History. Shared planning in Year Groups ensures children have equal access to the curriculum. Local history units are part of every year group planning and include the use of off site visits and visitors. Resources are shared within Year Groups. Enrichment activities are encouraged to support study units, e.g. Diversions Drama, museum visits, cross-curricular creative arts initiatives, museum service artefacts, visitors etc.

History provides opportunity to plan extended writing activities, supporting the English curriculum. History enquiry and research homework provide further enrichment opportunities as appropriate.

Appendix 2 is the curriculum map for the school. Differentiation is provided to be inclusive at all times. At St Bartholomew's we promote inclusion and aim to provide effective learning opportunities for all pupils regardless of gender, race, religion, class, physical or intellectual ability.

Marking

Marking should be in line with the school marking policy.

Assessment Recording & Reporting

Assessments should be made regarding pupils' progress with historical skills (See appendix 1). Annual reports are written to parents. Most assessments will be informally carried out by the teacher, this may take the form of:

- oral responses
- observation
- written work including diagrams

Monitoring and Evaluation

Monitoring and evaluation takes place according to the school's monitoring and evaluation policy. Governors will be actively involved in monitoring.

Health and Safety

Health and Safety requirements will be monitored through the schools Health and Safety Policy.

Policy Review

Every 3 years – next review Summer 2022

Appendix 1

History National Curriculum

Appendix 2

Curriculum map for St Bartholomew's