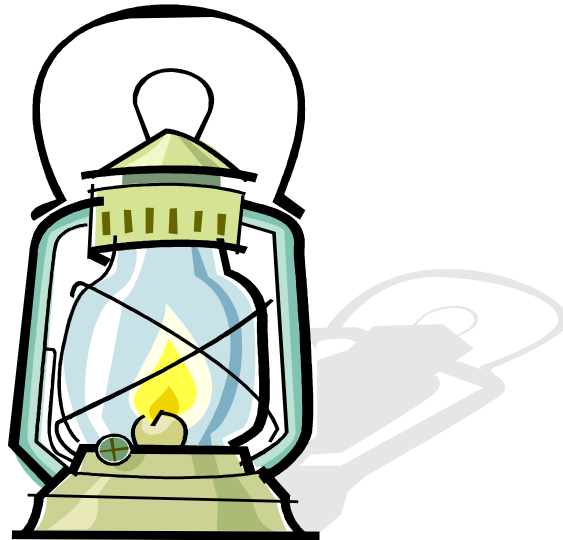




*St. Bede's Catholic Primary School & Nursery*



# ***HISTORY POLICY***



**Autumn 2023**



***“Shine like a lantern in the presence of the Lord.”***

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## INTRODUCTION

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. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

## AIMS

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Intent:

We believe that **high-quality** history lessons will inspire all of our children and give them a thirst for learning, to know more about the past and to think and act as historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically.

We develop children with the following essential characteristics to help them become historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- The ability to think **critically** about history and communicate ideas **confidently** to a range of audiences;
- The ability to support, evaluate and **challenge** their own and others' views using historical evidence from a range of sources;
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- A respect for historical evidence and the ability to make critical use of it to support their learning;
- A desire to embrace **challenging** activities, including opportunities to undertake high-quality research across a range of history topics;
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

### Implementation:

Teachers are provided with an additional three planning days per year on top of their PPA, to plan their curriculum. As part of this planning process, teachers need to plan the following:

- A cycle of lessons for each subject, which carefully plans for progression and depth;
- The 3P's to test the children's prior learning and retention.
- Challenge questions for pupils to apply their learning in a philosophical/open manner.
- Trips and visiting experts who will enhance the learning experience.

### Impact:

Our History Curriculum is high quality and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes.
- A celebration of learning across year groups which demonstrates progression across the school.
- Pupil discussions about their learning.

## **ROLE OF THE SUBJECT LEADER**

The Subject Leader will:

- Take responsibility for the ordering, organisation and storage of all planning and resources related to History taking note of appropriate safety procedures.
- Ensure that through curriculum planning there are links between History and other areas of the curriculum.
- Monitor History books.
- Attend courses and workshops in order to promote History effectively keeping the Headteacher and staff informed of the latest developments and opportunities.
- Discuss with staff their own particular needs within History and to guide, support and encourage their teaching techniques.
- Provide opportunities for children to share and celebrate their learning.
- Lead staff meetings which concern History in the curriculum, taking an active role both in discussion and the decision making process.

## **CONTENT AND ORGANISATION**

Teachers use the new Rising Stars History Scheme to inform their planning.

### **Early Years Foundation Stage**

History is included in the area of learning known as Understanding of the World.

The Early Years Foundation Stage team plan by using the Early Years Foundation Stage framework. This enables the children to develop a sense of time and find out about past and present events in their own lives. They listen and respond to stories and are given opportunities to share and discuss past and present experiences. The children will be exploring through such texts as Julia Donaldson, Elmer and other non-fiction stories relating to growing, feelings and traditional tales. The children will also get to explore Chinese New Year, transport and journeys.

### **Key Stage 1**

Pupils 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.

## **Key Stage 2**

Pupils 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.

A variety of teaching methods should be used, at all levels, according to the abilities and interests of the children including:

- Presentations by the teacher
- Use of Interactive whiteboards
- Discussion and debate
- Question and answer
- Individual and group investigations
- DVD's and CDROMS
- Use of Internet
- Role-play and drama
- Fieldwork and visits

Children will be encouraged to investigate the past using a wide range of sources including:

- Written sources - books, Internet, archive records, newspapers, letters, diaries, inventories, literature (stories, plays, poems)
- Visual sources – DVDs, photographs, timelines, charts, artefacts
- Aural sources - tape recorded interviews, radio programmes, invited speakers, music
- Historical reconstructions - music, dance, and drama from drama groups.

## **PROGRESSION**

Children will be encouraged to develop their interest and understanding of history appropriate to their ability and skills within each Key Stage. Children will also be encouraged to extend their historical understanding and knowledge where appropriate.

Progress in history can be characterised by:

- Asking and answering more complex questions;
- Making links and connections between different areas of learning;
- Recognising patterns and categorising;
- Understanding more abstract concepts;
- Providing more reasoned explanations;
- Understanding what is more and less important;
- Appreciating the relevance of learning;
- Using a greater depth and range of historical knowledge to back up judgements;
- Becoming an independent learner.

At the planning stage desirable outcomes are applied to all areas of activity specified in the programmes of study for each key stage.

## **SPECIAL EDUCATIONAL NEEDS**

These are to be catered for by planning a variety of approaches. Children's progress is carefully monitored to ensure suitably challenging work is given to individuals and groups (in accordance with the Special Needs Policy).

## **ADAPTED OUTCOMES**

Planning for adapted outcomes is incorporated into the Schemes of Work and should include the following strategies:

Open ended common tasks for all children

Stepped tasks within a lesson or unit of work

Child grouping

Different resources for individuals or groups

Teacher support tailored to individual or group's needs.

Adapted outcomes must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

The main feature of effective adapted outcomes is good planning, resulting in effective teaching and learning with children making good progress.

## **ASSESSMENT RECORDING AND REPORTING**

Teacher assessment is an ongoing procedure within the school, in accordance with the school's assessment policy to aid future planning and teaching.

Children's progression is measured against level descriptions with the facility for enrichment or extension where appropriate.

In Early Years Foundation Stage the majority of assessments are made through observations.

Children's work is recorded in their History books and is marked in accordance with the school's marking policy.

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding. The History programme of study is delivered through the National Curriculum, through themed topics of study. Each half term a focus topic is used to provide a context within, which pupils explore related areas of the History Curriculum.

Records of children's progress and achievements are kept in accordance with the school's policy on record keeping.

Individual children's progress in History is reported to parents in accordance with the school's policy on reporting.

## **INCLUSION**

All children are to be given access to the full History curriculum regardless of gender, race, physical ability or financial status. Teachers ensure that no particular group or gender dominates the use of any learning situation or resource (see Inclusion Policy).

## **HEALTH AND SAFETY**

All visits are carried out in accordance with the Educational Visits Policy. Any necessary safety procedures regarding resources will be noted on the contents list accompanying the topic boxes. Teachers must adhere to the instructions on each resource box and report any damage or deficiencies to the Phase Leaders.

## **RESOURCES**

The school's History resources are housed in the KS2 resource cupboard in Topic Boxes. There are a selection of books, posters, maps, photographs, artefacts, videos, and computer software to support the particular study units undertaken by the children.