

# St. Joseph & St. Bede R.C. Primary School



## History Policy

With **Christ** at the  
centre, our *Dream*  
is for **greatness** in our  
learning, to  
*Believe* in our  
**unique talents**, to be  
Guardians of  
**life & creation**  
and to *Achieve*  
**a better world**, by  
**living life to the full.**

Approved by: Mrs. J. Myerscough

Date: July 2021

Last reviewed on: July 2021

Next review due by: July 2022

## Key Personnel

History at St Joseph & St Bede is delivered in class by class teachers.

History Co-ordinator is Miss C McCaffer

Curriculum statement: AIMS: 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.

## Intent:

Our curriculum is designed to develop children's historical understanding, promote deeper thinking through asking Big Questions and provide a sound understanding of key historical events and their chronology in time. In our History lessons, we ensure that both our pupils' substantive and disciplinary knowledge is built upon year on year.

Substantive knowledge is the knowledge and 'substance' of our curriculum e.g. people, dates, features of something.

Disciplinary knowledge focuses on the skills our children develop on how to interpret the past, e.g. how do we know what we know about events in History, such as changes in time and place, continuation, causes, sources, investigation and enquiry.

At St Joseph & St Bede RC Primary School aims of history teaching are to enable children:

- To stimulate curiosity about the past.
- To develop research skills needed to access relevant information.
- To increase knowledge and understanding of the history of Britain, Europe and the world.
- To help pupils develop a sense of identity through studying the history of their locality.
- To give opportunities to convey understanding / interpretation of past events in a variety of ways.
- To provide situations which foster independent / co-operative activities.
- To develop independent research skills through enquiry-based learning.
- To develop a sense of chronology.

## Implementation:

At St Joseph & St Bede RC Primary School we make history an enjoyable, inclusive and challenging learning experience.

We encourage children to participate in a variety of historical experiences by visiting historical sites and museums through which we aim to widen children's knowledge and understanding. Our curriculum is designed to develop:

- An ability to make comparisons between the past and present.
- The skills of historical enquiry through the use of historical sources.
- An ability to examine and evaluate historical sources.
- Knowledge of chronology of historical events so children are able to 'construct and sequence the past'.

A variety of enriching teaching approaches are encouraged:

- Teacher presentations, role-play and story-telling.
- Question and answer sessions, discussions and debates.
- Individual and group research and presentations.
- Investigating artefacts, maps, photographs, paintings and other documents as sources of evidence.
- Critical analysis and evaluation of sources of evidence.
- Computing- interactive white board and internet resources, CD ROMs, TV and other visual and audio resources.
- Well-stocked Topic and Artefact Boxes for each area of the History curriculum. Access to other Artefact Loan Boxes from the DTC library and Bury Museum.
- Fieldwork, visitors and visits to museums and sites of historic interest.
- Special Events: History Days or Weeks such as Black History Month, Greek/Roman Feasts, Battle Re-enactments, Olympic Games.

We recognise that there are children of widely different historical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks, which are open-ended and can have a variety of responses;
- setting challenging and reasoning tasks for more able children;
- extra support for SEND children to ensure they reach their full potential
- providing support for all children so that they may reach their full potential through scaffolds, additional resources, hot-spotting, pre-learning tasks and adult support
- Flashback tasks allow for recall and regular retrieval practice and allow teachers to assess starting points#
- Check in and check outs allow for assessment of start and end points within a History topic and allow staff to track progress, assess and provide further support for those children who have gaps in learning

All pupils will have equal access to the History Curriculum. Staff will be encouraged to ensure no gender bias by providing equal access for boys and girls, and also for pupils of different social backgrounds and ethnic groups. Pupils are to be encouraged to share their experiences and culture with others in order to enhance the quality of learning. This will be achieved by pupils learning about

- different times and cultures eg Mayan culture, Benin.
- the roles of men and women in society.
- opportunities (or lack of) for rich and poor in society.

History throughout the school is taught using the national curriculum to inform our school progression documents. We also access Focus Education Materials to support with unit plans and Big Questions. The topics chosen are linked to the theme the particular class is working on for that half term and build upon prior learning.

There are opportunities for children of all abilities to develop their skills and knowledge in each unit. When planning, teachers follow a long-term plan, further broken down into curriculum objectives and specific sequences of learning on a medium-term plan, which then translates into lesson planning powerpoints and resources. These planning documents are all saved on the shared area. We plan in key stage teams to ensure quality collaboration, accurate progression and consistency.

In Foundation Stage, children are assessed against Early Learning Goals (ELGs). History is not taught as a discreet subject. It is covered through work on 'the past', such as 'Toys' and 'Seaside Holidays'. The children are encouraged to link their knowledge and experiences to what these would have been like in the past. The Early Years Foundation Stage (EYFS) reflects the 'Development Matters in the EYFS' guidance which aims for all children (3-4 years old and reception) to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

#### **Cross-curricular:**

English skills are developed through the writing of diary, accounts, story, evaluations, character descriptions.

#### **Mathematics**

Mathematical skills are developed through the creation and understanding of timelines. Investigations to find out how long ago events happened, or how long between events.

#### **Computing**

Computing skills are developed through the use of various apps such as Skitch (to offer explanations) Chatterpix/Morfobooth (to bring historical characters to life) and through the use of the internet to research. PowerPoint is also used to create presentations after research has taken place.

#### **Science**

Scientific skills are developed through the exploration of medical advances and break-throughs throughout the ages.

#### **Art and D&T**

Art and DT skills are developed through the creation of art work in an historical style (eg Stone Age Cave drawings) and through the construction of historical buildings in DT. (eg Norman Castles)

#### **PE**

PE skills are developed through the teaching of historical games and dances.

#### **Music**

Musical skills are developed through listening to historical musical instruments and learning historical songs and dances.

#### **Personal, social and health education (PSHE) and citizenship**

PSHE and Citizenship skills are developed through the exploration of how historical characters would have felt and why and also through the exploration of justice/injustice in historical societies. Eg crime and punishment.

### **Spiritual, moral, social and cultural development (SMSC)**

SMSC skills are developed through the investigation and comparison of beliefs in historical societies. Eg Roman and Greek gods and goddesses.

### **Teaching history to children with special needs**

We teach history to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in history takes into account the targets set for individual children in their Individual Education Plans (IEPs). See SEN Policy

History is taught in alternating half termly blocks. It alternates with geography, although links are made whenever possible, especially when studying local history and geography.

Wherever possible, historical visits are made or visitors attend school linked with the historical topic which is being covered. For example, Dinosaur Mike, Evacuee experience, Imperial War Museum.

Black History Month is celebrated as a whole school during October.

Remembrance Day is celebrated as a whole school during November.

### **Impact:**

Teachers assess children's work in history during lessons by providing feedback and further work comments to ensure progression. At the end of each term the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment. We use this as the basis for assessing the progress of the child and for completing reports to parents. Videos are recorded on iPads and uploaded onto SeeSaw when necessary to document work completed. Integris Markbook is used to help make these judgements. We measure the impact of our curriculum through outcomes including the children's passion, their confidence in their ability to apply skills independently and how well they articulate their understanding regarding how history fits together and the significance of certain historical events and figures.

### **CPD:**

Appropriate opportunities for in-service training are found, whenever possible, for the history coordinator and members of staff and then shared at staff meetings.

There are sufficient resources for all history-teaching units in the school kept in a central cupboard in the KS2 hall. Espresso is widely used for history teaching units.

Resources (and artefacts) can also be sourced from the DTC library. There is a wide variety of both text books and artefacts organised into topic boxes. Bury Museum also provide artefact boxes which are available to hire.

Fieldwork and site visits are an important part of Historical work and school health and safety guidelines will be adhered to at all times.

Miss C McCaffer

July 2021