



St Barnabas CE Primary School

"Preparing for a positive future, achieved through faith."

Christian values are central to the life of our school, where we are devoted to inspire our children to succeed, flourish and live life in all its fullness.

"Let your light shine."

Matthew 5:16

History Policy

Policy Updated:	September 2023
Date reviewed and agreed by Governors:	
Date of next review:	September 2024
Headteacher:	Miss J Hodgkinson
Chair of Governors:	Dr C Kressel

History Policy

Our school policies reflect St Barnabas' commitment to an inclusive, creative and exciting curriculum, based around high quality teaching and learning.

PURPOSE OF STUDY

Our high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It will inspire pupils' curiosity to know more about the past. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgment. 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 and how significant events and people have impacted and influenced the world we live in now.

At St Barnabas, we want to foster children's understanding of how the past has developed the current world we live, closely linking events and ideas to some of our Christian values of peace and compassion with others, justice for all, and looking at how significant people have let their light shine, as well as encouraging our children to let their own light shine.

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.

CURRICULUM DEVELOPMENT

The focus of our history teaching throughout the school will be on developing the following knowledge and skills:

- to communicate historically using appropriate vocabulary
- to build an overview of British and world history
- to understand chronology
- to investigate and interpret the past using evidence from a wide range of primary and secondary sources
- to make connections between historical events
- to consider and understand the impact that historical events and people have on our life today and how this has shaped our society today

Children will apply these skills in a range of different contexts and, over time, develop a more sophisticated and in-depth understanding of each of the substantive concepts which are civilisation, trade, hierarchy, chronology, significance, settlement, invasion and artefacts, which are closely linked to the disciplinary concepts.

Teaching History at St Barnabas is taught through a rigorous knowledge rich programme, Curriculum Maestro, that has been well sequenced through carefully chosen topics, ensuring all National Curriculum objectives are met. In KS1, pupils focus on the lives of key individuals, key historical events and the changes over time, studying topics such as:

- Year 1 - Childhood
- Year 1 - School days
- Year 2 - Magnificent Monarchs
- Year 2 – Fire of London

In KS2, however, we have decided to structure our curriculum based on the complexity of the concepts taught within them. Our history topics that are covered are:

- Year 3 – Through the ages (Stone Age to Iron Age) & The Roman Empire
- Year 4 – Vikings and Anglo Saxons & Ancient Egypt (including all earliest civilisations, with one in depth)
- Year 5 – Ancient Greeks & The Mayans
- Year 6 – The Blitz & Industry

CROSS-CURRICULAR LINKS

When and where appropriate, opportunities will be encouraged to promote historical

learning across the curriculum. This could be through links with:

- Talk for Writing - report writing, persuasive writing, non-chronological reports, speaking & listening, drama activities
- RE – telling stories etc, discussing reasons of conflict
- Geography – use of maps, changing of settlements
- Computing – using research tools, using apps, word-processing
- Art – drawing of artefacts etc, studying what artefacts tells historians about the past

ASSESSMENT AND REPORTING

Assessment of history at both KS1 and KS2 will be completed using an assessment tool on Curriculum Maestro. All teachers are able to assess their taught lesson there and then, selecting whether pupils have achieved or partially achieved the learning objectives for that lesson. Progress will be measured against their achieved objectives each half term, which will allow for monitoring of progress within and across year groups.

SUBJECT LEADER ASSESSMENT AND MONITORING

The subject leader works alongside the SLT to monitor standards of teaching and learning at St Barnabas. A structured cycle of planning and work scrutiny, observations/drop ins, and pupil voice help to provide information to judge the effectiveness of the subject as well as allowing the subject leader to analyse internal data to ensure our children are making sustained or better progress and to look at future development points. Subject leaders also report to Governors to feedback and review History within our school.

At St Barnabas, we want to ensure all the above happens, to allow our children to be able to become our future historians.