Be the best for God you can be!

Our vision is that we become the best for God that we can be, in all we do, whilst demonstrating Christian values which are pertinent to all faiths.

Our vision is based on Colossians 3:23. *'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'*

Trust:
'Trust in the Lord with all your heart and lean not on your own understanding'
Proverbs 3:5

Compassion:
'Love the Lord your God with all your heart, with all your soul and with all your mind. And love your neighbour as yourself'
Matthew 22:37

Thankfulness:
'Be thankful in all circumstances. This is what God wants from you in your life'
Thessalonians 5:18

Hope:
'But those who hope in the Lord will renew their strength'
Isaiah 40:31

Perseverance:
'I know your deeds, your love and faith, your service and perseverance'
Revelations 2:19

Forgiveness:
'For if you forgive other people when they sin against you, your heavenly father will also forgive you'
Matthew 6:14

History Policy

1. Statement of intent

At St Barnabas and St Paul's Church of England Primary School, our vision is that we become the best for God that we can be, in all we do, whilst demonstrating Christian values which are pertinent to all faiths.

Our vision is based on Colossians 3:23, 'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'

At St Barnabas and St Paul's Primary School, we intend to provide children with an exciting and high-quality History curriculum, in order to understand Britain's past and the wider world (Primary National Curriculum in England, 2014). Through our carefully sequenced curriculum, we aim to develop a true love for History in each and every child, in order to inspire pupil's curiosity and desire for knowledge that will remain with them for the rest of their lives.

Learning starts in Reception, with a curriculum based around quality texts. This allows us to focus on children's knowledge of changes within their memories and the skills of knowing the differences between past and present. Building on this further in KS1, we focus on recent memories to events that are beyond memory through a 'book' based curriculum, improving children's understanding and comprehension, as well as understanding key concepts of time.

Feeding into lower KS2, we carefully build on the children's historical understanding through the progressive development of historical concepts and chronological understanding from Ancient History such as Ancient Egypt and the Romans. This allows children to develop skills of recognising and categorising features of key eras, thinking critically, weighing up evidence and specialised skills of justifying and evaluating based on their own judgements. Following on from this, our intent in Upper KS2 allows children to embed these concepts further by looking at modern history such as World War II. The repetition of skills allows children to develop a sense of time and view interconnections of civilisations.

By using high-quality books for planning and pleasure, our children will become increasingly confident in using subject specific vocabulary so that pupils develop a wider range of spoken language. Therefore, oracy, language development and reading are at the heart of our curriculum.

History teaching at St Barnabas and St Paul's has a wide application to everyday life, and, through a range of first hand experiences and quality artefacts, teaches the children to enjoy learning about the past and to have a better understanding of the society in which they live.

1.1 Aims

The aims of teaching history in our school are:

- to inspire pupils' curiosity to discover more about 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 and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to know and understand how the British system of democratic government has developed and 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;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop children in the skills of enquiry, investigation, analysis, evaluation, debate, interpretation, problem solving and presentation.
- To equip children with the ability to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement through use of their History knowledge and understanding.
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' and other age appropriate terms.
- 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 analysis.

Overall, the breadth of our History education, at our Church of England primary school, will equip our children with the cultural capital needed to become well-rounded and confident individuals who impact positively on society.

This policy sets out the framework in which the History curriculum will be taught.

2. Roles and responsibilities

The **subject leader** is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject, liaising at all times with SLT.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the teaching and learning of history, providing support and training for staff where necessary.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Ensuring the continuity and progression from year group to year group.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an **annual** audit of all history-related resources.
- Communicating developments in the subject to all teaching staff.
- Organising, providing and monitoring CPD opportunities in the subject.

- Advising on the contribution of history to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of history in subsequent years.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of children's work.
- Keeping up-to-date with current affairs and best practice regarding history.
- Celebrating and promoting the History curriculum and the work of pupils throughout the school.

The **classroom teacher** is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' historical skills in lessons, with due regard to the national curriculum.
- Developing lesson plans in line with the school's History Policy and the objectives of the history curriculum and teaching lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the **subject leader** about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and intervening when concepts are not understood by pupils
- Undertaking any training that is necessary in order to effectively teach the subject.
- Mark books in-line with the marking policy.
- Assessing and recording pupils' progress and keeping the history subject leader apprised of this.
- Providing feedback to parents and carers on pupils' progress at parents' evenings and other meetings.
- Keeping up to date on current affairs and best practice on their history curriculum, and applying this to their schemes of work.

The **special educational needs coordinator (SENDCO)** is responsible for:

- Advising staff how best to support pupils' needs.
- Advising staff on the potential inclusion of historical objectives in pupils' individual education plans.
- Advising staff on the use of 1:1s in order to meet pupils' needs.

3. Early years provision

Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the Early Years Foundation Stage'.

Activities will include providing a range of skills that concentrate on their personal experiences and those of their families. Pupils will learn to remember and talk about significant events and recognise special times or events for family and friends. They will learn to enjoy and join in with family customs and routines. The Early Learning Goal for the Foundation stage pupils expect them to talk about past and present events. Children at the expected level of Early Learning development will: talk about the lives of the people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; understand the past through settings, characters and events encountered in books read in class and storytelling.

4. The National Curriculum

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 History – key stages 1 and 2
- 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.

Appendix 1 provides a full breakdown of the statutory content to be taught within each unit.

4.1 Cross-curricular links

The teaching of History at St Barnabas and St Paul's utilises links with a number of other subjects and develops a range of skills in order to enhance the history curriculum and support pupil progress in a range of areas. Cross curricular outcomes in History are specifically planned for, with strong links between the history curriculum and morning English lessons, enabling further contextual learning. Links are also made with: Geography –

including the use of maps to identify specific areas of the world and of Britain, to enable pupils to locate specific places mentioned in the study of History. Art – including the use of visual images/paintings as a source in lessons but also as an example of the cultural aspect of societies which are different to the British. Design and Technology is used by pupils in constructing Ancient Civilisation houses, toys from the past, technology of the past. Religious Education makes comparisons with the religions followed by specific groups of people in history. ICT is used for research and presentation purposes. History also helps to develop a range of other skills within pupils, contributing to pupil progress in such areas as literacy, social skills through group work and peer teaching, and maths. Pupils consider such ideas as fairness and justice through their work in the subject, thereby contributing to the British Values agenda and are encouraged to take a critical approach to topics of discussion, reporting within the newspapers and on television. Pupils are encouraged to form, express and justify their own opinions through the study of History.

5. Planning

All relevant staff members are briefed on the school's planning procedures as part of their staff training and induction. At St Barnabas and St Paul's, History is taught every other half-term in a cycle with Geography. This is part of the new History and Geography curriculum that has been carefully planned to engage and excite all of our learners.

Our focus in Key Stage 1 is that pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will 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 will use a wide vocabulary of everyday historical terms. They will also understand some of the ways in which we find out about the past and identify different ways in which it is represented.

As pupils enter into Key stage 2 they will 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 will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will also understand how our knowledge of the past is constructed from a range of sources.

5.1 Long Term Plans and Medium Term Plans

Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. The LTPs give the main overview of the coverage for each year group while the MTPs break this overview down into smaller steps and include key vocabulary that needs to be taught alongside it. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

The LTPs and MTPs are used as a guidance tool in order to pace out coverage of the curriculum throughout the year. Teachers are encouraged to use professional discretion

when deciding on how long is needed on a particular curriculum area whilst ensuring all objectives are covered by the end of the academic year.

5.2 Short term planning

Teachers will need to think carefully about their daily lesson plans, and use a 5-minute plan to adapt their teaching according to the teaching sequence. Teachers must ensure that their lessons demonstrate a balance of interactive and independent elements, ensuring that all pupils engage with their learning.

5.3 Homework

History homework will be set on a half-termly basis (3 times a year on a rotation with geography) and should encourage children to research the topic and use their findings to create high quality pieces of work. Specific knowledge organisers for History will be stuck into homework books which will consist of subject specific vocabulary for the children to revisit and review.

6. Teaching and learning

The school uses a variety of teaching and learning styles in History lessons. Our principal aim is to develop the children's knowledge, skills and understanding in History. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- They have access to, and are able to handle artefacts.
- They go on visits to museums and places of interest.
- They have access to secondary sources such as books and photographs.
- Visitors talk about personal experiences of the past.
- They listen to and interact with stories from the past.
- They use drama and dance to act out historical events.
- They are shown, or use independently, appropriate resources.
- They are able to use non-fiction books for research.
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by scaffolding learning.

The History Subject Leader will be responsible for overseeing the planning, resourcing and monitoring of the school's history programme and ensuring the subject matter covered in history reflects the requirements of the National Curriculum. Special focus should be paid to the teaching of the skills in the History curriculum taught at St Barnabas and St Paul's.

These skills include:

- Making accurate observations.

- Asking and answering questions.
- Effectively using the appropriate equipment for measurement.
- Recognising patterns and identifying relationships.
- Predicting and applying knowledge to differing contexts.
- Analysing and interpreting evidence, and drawing conclusions.

A typical History lesson should have 5-parts:

- A review of previous learning
- A teaching input which breaks learning into manageable chunks.
- Guided and independent practice of skills
- Children task time
- Plenary/mini plenaries throughout

Teachers should demonstrate, explain and illustrate historical ideas to fully involve pupils and maintain their interest through appropriately demanding work. History is taught using a variety of methods and during a history lesson it is likely that some or all of the following would be used:

- Observing - Reading, looking at pictures and artefacts, television, internet resources, interviewing visitors and listening to music.
- Raising Questions
- Interpreting - Their own and others points of view.
- Communicating - Their findings to others. This could be done orally, in writing or by pictures or by use of Information Technology.
- Recording - Pupil's folder of work.
- Teacher's recording of pupil's work.

A good history lesson should:

- Stimulate curiosity.
- Relate the past to the present.
- Help develop an understanding of time.
- Develop use of vocabulary to describe the past.
- Introduce pupils to the ways people find out about the past.
- Raise questions as well as answer them.
- Develop skills and understanding as well as knowledge.
- Increase understanding of ourselves and people in the past by learning about how and why things change.
- Make links with work previously taught and being completed in other curriculum areas.

Pupils should complete work using a balance of independent, group and paired working. Where appropriate, lessons can be fully practical with evidence collected on iPads or working walls but teachers should still assess the children's understanding using appropriate assessment methods.

The **classroom teacher**, in collaboration with the **subject leader**, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils, to support understanding of concepts being taught
- Setting tasks of varying difficulty.
- Utilising teaching assistants to ensure that pupils are effectively supported.

6.1 Special Educational Needs Disability (SEND)

All children will have Quality First Teaching. For children with identified SEND, learning will be scaffolded first in order to ensure that pupils with SEND achieve the same intended outcome as their peers. As well as this, our school offers a broad and balanced curriculum, providing children with a range of first hand experiences, and artefacts, to ensure that all pupils reach their full potential.

7. Assessment and Reporting

At St Barnabas and St Paul's assessment is an integral part of the teaching process and it is used to inform planning. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible through verbal feedback, and marking work will be guided by the school's Marking Policy. History should be assessed using formative assessment and low-stakes quizzes.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary based on key questions from the medium term plan, before and after the unit is taught through the use of quality knowledge organisers.
- Formative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Annual reporting of standards across the curriculum.
- Assertive marking of written work in books.

The History Subject Leader will ensure that:

- assessment is embedded as an essential part of teaching and learning.
- learning objectives and success criteria are shared with pupils.
- End points are shared with staff for each year group.
- pupils peer and self-assess.
- moderation involves both books and pupils when reflecting on assessment data.

7.2 Reporting to Parents

Verbal reports of progress will be provided at parent-teacher evenings during the Autumn and Spring terms which will include comments regarding their child's attitude to History, information about whether their child is working towards, below, at or above the expected standard and a clear target to support the child in their next stages of learning.

8. Monitoring and review

Monitoring takes place regularly through sampling children's work, teacher planning, book scrutinies and lesson observations. Monitoring of the classroom displays is also done on a regular basis to ensure that key language, children's work and breadth of study is evident. The subject leader will monitor teaching and learning in the subject at St Barnabas and St Paul's, ensuring that the content of the National Curriculum is covered across all phases of pupils' education.

This policy will be reviewed on an annual basis by the subject leader and any changes made to the policy will be communicated with staff.

This policy will be reviewed: Spring 1 2025

Appendix 1

Subject content

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.

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

Examples (non-statutory) This could include:

- *late Neolithic hunter-gatherers and early farmers, for example, Skara Brae*
- *Bronze Age religion, technology and travel, for example, Stonehenge*
- *Iron Age hill forts: tribal kingdoms, farming, art and culture*

♣ the Roman Empire and its impact on Britain

Examples (non-statutory) This could include:

- *Julius Caesar's attempted invasion in 55-54 BC*
- *the Roman Empire by AD 42 and the power of its army*
- *successful invasion by Claudius and conquest, including Hadrian's Wall*
- *British resistance, for example, Boudica*
- *'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity*

♣ Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory) This could include:

- *Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire*
- *Scots invasions from Ireland to north Britain (now Scotland)*
- *Anglo-Saxon invasions, settlements and kingdoms: place names and village life*
- *Anglo-Saxon art and culture*
- *Christian conversion – Canterbury, Iona and Lindisfarne*

♣ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory) This could include:

- *Viking raids and invasion*
- *resistance by Alfred the Great and Athelstan, first king of England*
- *further Viking invasions and Danegeld*
- *Anglo-Saxon laws and justice*
- *Edward the Confessor and his death in 1066*

♣ a local history study

Examples (non-statutory)

- *a depth study linked to one of the British areas of study listed above*
- *a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)*

- *a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.*

♣ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

- *the changing power of monarchs using case studies such as John, Anne and Victoria*
- *changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century*
- *the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day*
- *a significant turning point in British history, for example, the first railways or the Battle of Britain*

♣ 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.