



**St Bonaventure's Catholic Primary School
Egerton Road,
Bishopston
Bristol,
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History Policy 2015

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This policy is available at
<http://www.st-bonaventures.bristol.sch.uk/>



ST BONAVENTURE'S CATHOLIC PRIMARY SCHOOL

History Policy

Rationale

To stimulate the children's interest and understanding of important historical periods and the lives of people who have lived in the past.

Aims

The aim of History at St Bonaventure's is to:

1. Develop chronological understanding of periods of time.
2. Describe and make links between significant events and the lives of people within and across historical periods.
3. Recognise that the past is represented and interpreted in different ways.
4. Develop critical skills of enquiry, investigation, analysis, evaluation and presentation. Be able to compare and contrast, identify change and continuity, cause and effect and distinguish between fact and opinion.
5. Use a range of sources of information to gather evidence; e.g. documents, printed sources, Internet research, DVD's, artefacts, pictures, music, workshops, experimental archaeology, buildings and sites.
6. Communicate their knowledge and understanding of History in a variety of ways; e.g. different writing genre, art, drama, D.T, dance, music, I.C.T, reconstructions, re-enactments, presentations, etc.
7. Develop an awareness of how the past has contributed to the present and might influence the future.

Curriculum Organisation

- In the Foundation Stage, children learn about History through the 'Knowledge and Understanding of the World' area of the Early Learning Goals, incorporating these in to the whole school topics.
- In KS1 and KS2, children are taught History through a 'Creative Curriculum' approach, linking whole school topics across a wide variety of subjects, including History, English, Maths, Geography, I.C.T, Art, D.T, Drama, Music and Dance. Historical skills are taught through carefully planned activities.
- Themed days are planned to give children a richer experience of the topic, as well as inviting outside workshops to visit in school and going on trips to significant sites.
- History is celebrated throughout the school with stimulating displays, showcasing the achievements of the children. There is also a whole school end of topic celebration, which includes class museums, presentations, debates and re-enactments, to which parents are invited.

Planning and Differentiation,

Planning, which is kept on the Shared Drive involves:

- The long term plan, which shows the History topics taught in each year group and the term they are covered.
- The medium term plans, which identify the Learning Objectives and outcomes, taken from the National Curriculum.
- The short term plans, which identify the content and activities to be taught in each lesson.

Differentiation, which will allow all pupils access to the History curriculum, will be addressed:

- At the planning stage.



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- Through using open-ended questions.
- By scaffolding a task.
- By outcome.
- By the level of support required.
- By using Visual, Auditory and Kinaesthetic methods of teaching.
- By addressing the objectives of Individual Educational Plans for SEN children and following the school's SEN policy.

Assessment and Recording

Children's work is assessed by making informal judgements during observations in the History lesson. On completion of a piece of work, the teacher marks the work in accordance with the Marking Policy and makes an assessment of progress. This will inform future planning for the class and individuals within the class.

A school portfolio of examples of children's work in each year group will be kept by the Subject Leader to illustrate children's performance in each unit.

Monitoring of History

The responsibility of the History Co-ordinator includes:

- Assisting colleagues with planning programmes of study in order to teach the topics.
- Managing the History budget.
- Reviewing and updating resources.
- Helping with the professional development of members of staff.
- Offering information and advice on trips.
- Having an overview of History teaching across the whole school.
- Monitoring planning.
- Monitoring the progression of History skills and topics taught.
- Looking at displays.
- Looking at children's History topic books to monitor the teaching of skills and differentiation within the topic.
- Keeping and updating a portfolio of children's work.

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Resources

The History resources are kept in Topic Boxes in classrooms.

There is an additional central store in the Music Room, where additional information on topics can be found, as well as information on trips and workshops.

The school library contains a History section to support the topics covered.

Key Stage 1

Knowledge, skills and understanding

1. Chronological understanding

Pupils should be taught to:

- a) Place events and objects in chronological order;
- b) Use common words and phrases relating to the passing of time, for example, before, after, along time ago, past, etc.



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2. Knowledge and understanding of events, people and changes in the past

Pupils should be taught to:

- a) Identify changes within living memory, including aspects of change in national life.
- b) Identify events beyond living memory that are significant nationally or globally.
- c) Identify the lives of significant individuals in the past who have contributed to national and international achievements. Some of these should be used to compare aspects of life in different periods.
- d) Identify significant historical events, issues, people and places in their own locality and explore distant and contrasting places.

3. Historical interpretation

Pupils should be taught to identify different ways in which the past is represented.

4. Historical enquiry

Pupils should be taught:

- a) How to find out about the past from a range of sources of information, for example, the use of the internet and other digital sources, simulations, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites.
- b) To ask and answer questions about the past.

5. Organisation and communication

Pupils should be taught to select from their knowledge of history and communicate it in a variety of ways, for example, talking, writing, models, using ICT.

Key Stage 2

Knowledge, Skills and Understanding

1. Chronological understanding

Pupils should be taught to:

- a) Place events, people and changes into the correct periods of time.
- b) Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.

2. Knowledge and understanding of events, people and changes in the past

Pupils should be taught:

- a) How significant events, developments or individuals and groups have influenced their locality, the UK and beyond, in the recent and distant past (Lower KS2)
- b) About the movement and settlement of people in different periods of British history and the impact these have had (Lower KS2).



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- c) The characteristic features of and changes within, two key periods of history that were significant to the locality and the UK (Upper KS2).
- d) The effects of economic, technological and scientific developments on the UK and the wider world over time (Upper KS2).
- e) To understand the broad chronology of major events in the UK and some key events in the wider world, from ancient civilisations to the present day and to locate within this the periods, events and changes they have studied (Upper KS2).

3. Historical interpretation

Pupils should be taught to explore the different ways we can find out about the past and how to understand the evidence.

4. Historical enquiry

Pupils should be taught:

- a) How to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based source, for example, documents, printed sources, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites.
- b) To ask and answer question and to select and record information relevant to the focus of the enquiry.

5. Organisation and communication

Pupils should be taught to:

- a) Recall, select and organise historical information.
- b) Use dates and historical vocabulary to describe the periods studied.
- c) Communicate their knowledge and understanding of history in a variety of ways, for example, drawing, writing, by using ICT.

Expectations.

By the end of **Key Stage 1**, most children will be able to:

- Speak and write about familiar and famous people, issues and events from the recent and more distant past, using everyday terms concerned with the passing of time.
- Distinguish between aspects of their own everyday lives and the lives of people in the past.
- Identify some ways in which the past is represented.
- Find out about the past by asking and answering questions using a range of sources of information.

By the end of **Key Stage 2**, most children will be able to:

- Describe the contribution made by people, events and developments in the recent and more distant history of Britain and other countries and make links across the periods of history studied.
- Give some reasons for, and results of, main events and changes and provide explanations about why people in the past acted as they did.
- Find out about the past by asking and answering questions using a range of sources of information.



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- Give some explanations for the different ways the past is represented and interpreted.
- Record their knowledge and understanding about the past in a variety of ways using dates and historical terms.

Features of progression

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 independent in learning.



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History Topic Overview; Year A

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Foundation	History taught as part of 'Knowledge and Understanding of the World'.					
Year 1	Local Area - Where am I?	Local Area- Where am I?	Movers and Shakers - Brunel	Movers and Shakers - Brunel	Life on Planet Earth	Life on Planet Earth
Year 2	Local Area - Where am I? Changes in school life at St Bons	Local Area- Where am I? Changes in school life at St Bons	Movers and Shakers - Cabot	Movers and Shakers - Cabot	Life on Planet Earth	Life on Planet Earth
Year 3	Local Area – Stone Age to Iron Age	Local Area – Stone Age to Iron Age	Movers and Shakers - Egyptians	Movers and Shakers - Egyptians	Life on Planet Earth	Life on Planet Earth
Year 4	Local Area- Anglo-Saxons and Vikings	Local Area- Anglo-Saxons and Vikings	Movers and Shakers – Romans	Movers and Shakers – Romans	Life on Planet Earth	Life on Planet Earth
Year 5	Local Area- A child's eye view from the home front	Local Area- A child's eye view from the home front	Movers and Shakers – Greeks	Movers and Shakers – Greeks	Life on Planet Earth	Life on Planet Earth
Year 6	Local Area- Muller and Mary Carpenter focus	Local Area- Muller and Mary Carpenter focus	Movers and Shakers – Mayans	Movers and Shakers – Mayans	Life on Planet Earth	Life on Planet Earth



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History Topic Overview; Year B

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Foundation	History taught as part of 'Knowledge and Understanding of the World'.					
Year 1	What makes a community?		Battle of the Ancients- Comparing homes in ancient past with today	Battle of the Ancients- Comparing homes in ancient past with today	Earth Alert	Earth Alert
Year 2	What makes a community?		Battle of the Ancients- Life before the Invaders and Settlers	Battle of the Ancients- Life before the Invaders and Settlers	Earth Alert	Earth Alert
Year 3	What makes a community?	Stone Age to Iron Age	Battle of the Ancients- Egyptians	Battle of the Ancients- Egyptians	Earth Alert	Earth Alert
Year 4	What makes a community?	Anglo-Saxons and Vikings	Battle of the Ancients- Romans	Battle of the Ancients- Romans	Earth Alert	Earth Alert
Year 5	What makes a community?	WW11 in Europe	Battle of the Ancients- Greece	Battle of the Ancients- Greece	Earth Alert	Earth Alert



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Year 6	What makes a community?	Incas	Battle of the Ancients-Maya	Battle of the Ancients-Maya	Earth Alert	Earth Alert