



**St Bonaventure's Catholic Primary School  
Egerton Road,  
Bishopston  
Bristol,  
BS7 8HP**

## **History Policy 2023**

<b>Policy Owner</b>	Headteacher
<b>Governing Body Committee</b>	Standards
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This policy is available at  
<http://www.st-bonaventures.bristol.sch.uk/>



**Version History**

<b>Version</b>	<b>Date</b>	<b>Page</b>	<b>Description of Change</b>	<b>Origin of Change</b>



### **Intent**

Our children are active historians engaged in enquiry-based lessons which develop their historical knowledge and conceptual understanding within a cross curricular approach. We provide a curriculum that stimulates the children's interest and understanding of important historical periods and the lives of people who have lived in the past.

### **Aims**

Through the themed enquiry-based approach we aim for children 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 consequence and distinguish between fact and opinion.
5. Use a range of sources of information to gather evidence; e.g. documents, printed sources, Internet research, film, 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, computing, reconstructions, re-enactments, presentations, etc.
7. Develop an awareness of how the past has contributed to the present and might influence the future.

### **Implementation**

- In the Foundation Stage, as well as children learning about History through the 'Knowledge and Understanding of the World' area of the Early Learning Goals and incorporating these in to the whole school topics, they study the history of familiar aspects of their lives.
- In KS1 and KS2, children are taught History through a themed cross-curricular approach, linking whole school topics across a wide variety of subjects, including History, English, Maths, Geography, Computing, Art, D.T, Drama, Music and Dance. Historical skills are taught through carefully planned activities.
- Curriculum weeks 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.



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- History is celebrated throughout the school with stimulating displays, showcasing the achievements of the children. History learning is also shared as part of the whole school outcome at the end of the overarching topic.
- Using the whole school timeline and within lessons, links are made with previous learning to ensure progression of knowledge up the school.
- Key knowledge is reinforced through Key Knowledge boxes in each classroom.

### **Planning and Differentiation,**

**Planning**, which is kept in the Year Group Topic Folders, includes:

- The curriculum overview: shows the History topics taught in each year group and the term they are covered. Year group teachers outline how each topic fits in with the overarching topic for each term and this is shared with parents.
- Year groups have planning for each topic, which outline the topic enquiry question and individual lesson questions. Links with previous topics and key knowledge is identified. The content of each lesson is also outlined.

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

- At the planning stage.
- 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.

### **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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### **Assessment and Recording**

Children's work is assessed in a variety of ways, including making informal judgements during observations in the History lesson and on completion of a piece of work, the teacher marks the work in accordance with the Marking Policy. At the end of each topic, children are given a History quiz which assesses the key knowledge for that topic. This will inform future planning for the class and for individuals within the class.

### **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 and maintaining the timeline and examples of work.
- Looking at children's History work in topic books to monitor the teaching of skills and differentiation within the topic.
- Conferencing children on the key knowledge they have learned in the topics studied.

### **Resources**

The History resources are kept in Topic Boxes in classrooms.

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.

##### **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 computing.

## **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).
- 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) 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 questions 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.

### **Impact,**

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.



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- 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.
- 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.