

# Our Lady's Bishop Eton Primary School



## HISTORY POLICY

### Our Lady's Bishop Eton Curriculum Vision and Intent

At Our Lady's Bishop Eton Catholic Primary School we have a broad and balanced curriculum that supports our pupils to learn, grow and develop into **Citizens of the World**. We have carefully mapped out our curriculum, experiences and responsibilities so that we offer all our children the opportunity to develop personally and academically regardless of a pupil's starting point. We prepare pupils for their futures whilst always learning from the past and what came before. Our inclusive curriculum is underpinned by a shared set of values and beliefs, which promote equality and diversity, including the Gospel Values. We offer a curriculum in which our values are not limited to the explicit teaching of PSHE and Religious Education lessons but instead offer additional opportunities throughout our Core and Foundation subjects to reflect upon our attitudes and beliefs.

At Our Lady's Bishop Eton our curriculum intention is for all pupils to receive a high-quality, sequenced curriculum which engages and challenges learners. Through building upon National Curriculum aims, we have a bespoke curriculum offer which reflects our locality and culture as well as offering an opportunity to familiarise learners with cultures and viewpoints that may differ from their own. We have placed significant emphasis on making our curriculum broad and balanced; all National Curriculum subject areas have equal importance, however we understand that success in these subjects is often underpinned by basic Literacy and Numeracy knowledge. We challenge all pupils to succeed in all areas of their academic journey and therefore we do not narrow our curriculum; our success is rooted in our pupil's exposure to wider progressive knowledge, vocabulary, conceptual understanding and the schemas they develop.

### History: Intent

At Our Lady's Bishop Eton Primary school, we intend to deliver a history curriculum that is fully inclusive and accessible to all; fulfils the requirements of the National Curriculum for History; provides a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensures the progressive development of historical concepts, knowledge and skills and for the children to study life in the past, both in Britain and the world, ensuring our children grow into valuable **Citizens of the World**. We also intend to spark children's curiosity and enthusiasm to learn more about the past, pursuing their own interests and to sustain this interest in history into KS3 and beyond. We intend to guide children through what they are learning, why they are learning it, and to link it to prior and future learning.

History is the perfect vehicle for promoting the five key elements of British values;

- Democracy
- The rule of law
- Individual liberty

- Mutual respect
- Tolerance of those of different faiths and beliefs

<b>EYFS/ Reception</b>	Using a cross-curricular / themed approach to understanding the world, children will be guided make sense of their physical world and their community. Through a mixture of both adult led and child-initiated learning and enhanced continuous provision, they will investigate the world around them and phenomena that they can explore with all of their senses. Children will acquire key skills such as commenting on images of familiar situations in the past and comparing and contrasting characters from stories, including figures from the past. in order to prepare them for History in KS1.					
<b>KS1</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		My Family Old & New (Changes in living memory)		Toys Old & New (Changes in living memory)		Famous Events & People: The Beatles (Significant individuals – local history)
Year 2		The Great Fire of London (Events beyond living memory)		Florence Nightingale and Mary Seacole (Significant individuals)		Kitty Wilkinson (Local History – Significant individual)
<b>KS2</b>		<b>Chronological History of Britain</b>		<b>Ancient Civilisations</b>		<b>Local History</b>
Year3		From Stone Age to Iron Age		Ancient Sumer		Transport in Liverpool
Year4		The Romans in Britain		Ancient Egypt		Queen Victoria
Year 5		The Anglo Saxons and Scots		Ancient Greece		The Victorians in Liverpool
Year 6		The Vikings		The Mayans		WWII in Liverpool – the Western Approaches

## Implementation

All teachers in KS1 and KS2 teach History. However, the implementation of our curriculum begins in EYFS through the teaching of understanding the world. We have a carefully planned and sequenced curriculum which offers a consistent approach to learning. This process is overseen by SLT to ensure that all learning is progressive, connected and sequenced.

The curriculum is sequenced and has a spiral approach which allows for members of staff to readily reference prior learning and knowledge at regular, planned intervals in the curriculum delivery. It also allows pupils the ability to revisit similar themes and concepts with an ever increasing conceptual understanding of the subject matter.

History lessons focus on working as historians and developing historical skills and there are many opportunities for the curriculum to be enhanced through first hand experiences; visits to relevant sites of historical interest and specialist workshops.

In History, teachers have a whole-school approach to teaching. Lessons begin with retrieval activities to ensure recall of prior learning and aid in the development of schema. Next, teachers input the core learning of the lesson, we then consolidate this through a task and finish with a plenary. Throughout the lesson, we utilise assessment for learning, mini-plenaries and repetition of key learning in order to over learn the subject area. In each lesson, teachers will provide pupils the opportunity to engage with historical sources, such as artefacts, photographs and documents, and give children the space to ask and answer questions based on the evidence they have. They will also encourage children to think like a historian, through engaging and interesting activities. Teachers share a collective understanding and adapt to the needs of pupils and our pedagogical approach is underpinned by the 5-a-day principles from the EEF.



In History we **assess** pupils formatively and summatively. During each lesson teachers will assess pupils against the key learning and skills required of the lesson. If there are misconceptions these will be addressed in the lesson or will inform a teaching point in the next lesson. Low stakes multiple choice questions are used to ensure recall of key learning points and vocabulary and as pupils progress as Historians they are asked to answer final questions which require pupils to apply their knowledge and think like a Historian.

The History curriculum is further developed through carefully chosen visits across school, to enrich the learning experience. In school we also focus on different events, of local, national and international significance, such as Black History month and International women's day. Through promoting these events we give children and families the opportunity to investigate and deepen their understanding and enthusiasm for studying history.

## IMPLEMENTATION: SPIRITUAL MORAL SOCIAL AND CULTURAL DEVELOPMENT

Our history curriculum contributes to the spiritual, moral, social and cultural development of our children.

Spiritual Development	Moral Development	Social Development	Cultural Development
<ul style="list-style-type: none"> <li>• A respect for self and others</li> <li>• An increasing ability to reflect</li> <li>• A sense of empathy with other</li> <li>• Concern &amp; compassion</li> <li>• An awareness and understanding of their own and others beliefs</li> <li>• An ability to think in terms of the whole</li> <li>• A readiness to challenge all that would constrain the human spirit</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for others' needs, interests and feelings as well as their own</li> <li>• A desire to explore their own and others' views</li> <li>• An ability to make responsible and reasoned judgements on moral dilemmas</li> <li>• A considerate style of life</li> <li>• An understanding of the need to review and reassess their values, codes and principles in the light of experience</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciates the right and responsibilities of individuals within the wider social setting</li> <li>• Adjusts to a range of social contexts by appropriate and sensitive behaviour</li> <li>• Challenges, when necessary and in appropriate ways, the values of a group or wider community</li> <li>• Understands how societies function and are organised in structures such as the family, the school and local and wider communities</li> <li>• Shares values and opinions with others and works towards consensus</li> <li>• Reflects on their own contribution to society</li> <li>• Understands the notion of interdependence in</li> </ul>	<ul style="list-style-type: none"> <li>• An appreciation of the diversity and interdependence of cultures</li> <li>• An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality</li> <li>• An ability to recognise and understand their own cultural assumptions and values</li> <li>• An understanding of the influences which have shaped their own cultural heritage</li> <li>• An understanding of the dynamic, evolutionary nature of cultures</li> <li>• A sense of personal enrichment through encounter with cultural media and tradition from a range of cultures</li> </ul>

		<b>an increasingly complex society</b>	<ul style="list-style-type: none"> <li>● <b>Regard for the height of human achievement in all cultures and societies</b></li> <li>● <b>Openness to new ideas and a willingness to modify cultural values in the light of experience</b></li> </ul>
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## Curriculum Impact

The impact of Our Lady's Bishop Eton history intent and implementation is that children are enthusiastic and enjoy their learning and are able to clearly articulate their ideas and opinions about significant individuals, specific events and periods of history, as a direct result of their learning journey through our school. The history curriculum enables children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. It is important for children to develop a sense of identity through learning about the past and we want them to know how history has shaped both their own lives and the lives of others.

Through the study of history our children have the opportunity to:

- Learn historical facts and dates
- Learn about historical characters
- Compare and contrast how people have lived in the past and compare this to modern life.
- Examine how and why things have changed
- Be open minded and enquiring thinkers who understand cause and effect
- Expand their research skills and to develop an understanding of why the world and its people are the way they are today.
- Most importantly, it prompts children to question as they explore the diversity, ingenuity, resilience and complexity of human experience, past lives and societies.

In order to ensure our History curriculum has the desired outcomes for our pupils, we regularly measure impact. We do this through:

- On-going formative and summative assessment of lessons and units
- Monitoring of work
- Internal and external moderation of work
- Lesson observations
- Pupil voice
- Celebrating learning in lessons and at the end points of units
- Sampling and promoting work from across the school