



At St. Bartholomew's C. E. Primary School, history learning teaches children about the past and how it has impacted Britain and the wider world and is based on our school vision and values and curriculum intent.

Our History Curriculum focuses on developing historical knowledge and skills and the children working as historians. We help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim for it to inspire pupils' curiosity about the past and to know more about the past.

The teaching of History follows and meet the requirements of the National Curriculum. Great emphasis is placed upon developing historical skills as well as understanding key knowledge within History such as significance, causation and consequence.

The history element of our school curriculum aims to inspire pupils with a curiosity to ask questions and know more about Britain's past and that of the wider world. Due to the mixed-age structure of our school, we have devised a rolling program which ensures the children have access to full curriculum coverage across a key stage. Through carefully planned teaching and the use of resources like timelines, the children will develop an understanding of chronology. This will also allow them to understand the process of change, to see how we arrived 'here' and help them to make sense of the present.

As pupils progress, they will be enabled to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of History, we endeavour to teach children 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.

## Early Years Foundation Stage

During the Foundation stage the children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage History makes a significant contribution to developing a child's 'knowledge and understanding of the world' through activities such as looking at pictures of famous people in History or discovering the meaning of new and old in relation to their own lives.

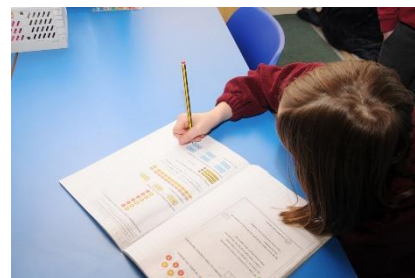
## Key Stage 1

In Key Stage 1 skills pupils begin to 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.

Children will begin to 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 ways in which it is represented.

## Key Stage 2

Building on the historical skills from KS1, the children 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 make connections, contrasts and look for trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will be taught to construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will be taught to understand how our knowledge of the past is constructed from a range of sources and begin to evaluate the validity of these sources.





## Impact

As children progress through St Bartholomew's Primary School they develop a deep knowledge, understanding and appreciation for the past in its impact on their current lives. Children will know more, remember more and understand more about History.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Regular school trips and events provide further relevant and contextual learning.

As historians, children learn lessons from history to influence the decisions they make in their lives in the future.

## Inclusion

We aim for all children to be able to access the History curriculum and that we adapt our teaching and the curriculum to meet the needs of our pupils.

We teach History to all children, whatever their ability or individual needs. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our History teaching, we provide learning opportunities that enable all pupils to make progress. We strive to meet the needs of pupils with special educational needs, disabilities, English as an additional language and those demonstrating special gifts and talents. Ongoing teacher assessment allows us to consider each child's attainment and progress against expected levels. We use a range of strategies to support pupils. A few of these, particularly relevant to History are:

- The use of appropriate vocabulary at varying levels of difficulty during lessons;
- Modified text passages as expected in other curriculum areas;
- Different levels of written or oral questions for pupils investigating photographic or other visual material;
- Careful use of support for pupils with English as an additional language;
- Setting common tasks which are open-ended and can have a variety of responses;
- Adaptions to meet the individual needs of pupils that may cause barriers to learning.

## Christian Distinctiveness

The study of History involves a sense of curiosity and the mystery of how and why events in the past happened and raises questions about what might have happened had events had different results. Pupils are encouraged to explore the role played by important individuals in the shaping of the world in which we live. Pupils also reflect upon different interpretations of the past and are encouraged to form their own views. Events and beliefs in the past will often be at odds with what we would consider unacceptable today. Pupils are encouraged to show compassion and empathy with decisions made by people in the past, and the reasoning behind these decision. Notions of right and wrong are explored in connection with events from the past, linking with the values of justice and forgiveness.