

Bolton by Bowland CE Primary School



History Policy

Christian Vision

'Know that the Lord is God.

It is he who made us, and we are his; we are his people, the sheep of his pasture.'

Psalm 100:3

In our school, we belong to each other and to God. We all feel welcome, valued and accepted for who we are.

We believe in ourselves and each other as we grow in confidence and skills every day.

We are all special in our own way, using the gifts that God has given us. We are blossoming into the kind, respectful, hardworking and trustworthy people that God wants us to be.

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Aims: In line with the National Curriculum 2014 and the Early Years Foundation Stage Statutory Guidance 2025, the curriculum at Bolton-by-Bowland aims to ensure that all pupils:

- know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day
- know and understand significant aspects of the history of the wider world including the nature of ancient civilisations;
- gain and use a wide range of historical terms and vocabulary;
- 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, ask historically valid questions and create their own structured accounts, including written narratives;
- understand the methods of historical enquiry, including how evidence is used to make historical claims; and
- gain historical perspective by making connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Intent

At Bolton-by-Bowland C of E Primary School, our vision for history is simple: we want to spark children's curiosity and help them develop a lifelong interest in the past. Learning about history helps children make sense of how people lived, how things have changed over time, and how different communities and cultures have shaped the world. It also helps them think about their own identity and place in society.

Our History curriculum is carefully planned over a two-year cycle in KS1 and a four-year cycle in KS2 so that children gain a clear and connected understanding of British, local and world history. It is rich in knowledge, vocabulary and experiences, and makes the most of our local area and heritage—for example, exploring farming traditions, life in the Ribble Valley during World War II, and the history of our own villages. This helps children link what they learn in school to their community, their faith, and the wider world.

We take an enquiry-based approach, encouraging children to ask thoughtful questions, think carefully about evidence, and form their own opinions. Key themes such as migration, invention, civilisation, conflict and power are revisited in different ways as children move through school, allowing them to build deeper understanding over time.

Above all, we aim to nurture young historians who are curious about the past, confident in exploring it, and inspired to use what they learn to better understand the present and shape the future.

Implementation

At Bolton By Bowland CE Primary School the history curriculum has been carefully planned over a 2 year (KS1) and a four year cycle (KS2) to engage and excite all our learners. Our long-term ,medium-term and short term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

EYFS Curriculum

In the Foundation Stage children will study history as part of the Early Learning Goal: Understanding of the World. They will undertake practical, skill-based activities that will support their understanding of the world, beginning with their own experiences, and moving backwards in time to look at life as their parents and grandparents knew it.

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

In the EYFS, History makes a significant contribution to developing a child's understanding of the world through activities such as looking at how they have grown from a baby and the stages of life, understanding the past through reading books and looking at the setting, characters and events encountered. Looking at significant people now and in the past , looking at celebrations and discovering the meaning of new and old in relation to their own lives. Children will become aware of the changes in routine during different times of the day and different seasons of the year.

National Curriculum

KS1

Children will 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
- 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
- significant historical events, people and places in their own locality

In KS1, children will compare the past and the present. They will learn about specific events including The Great Fire of London and significant people like the explorer Matthew Henson. Children will find out about life in the past and compare it with life in Britain today. They will learn how primary sources, such as Samuel Pepys' diary, can provide evidence about the past. They will look at artefacts and consider whether they are from the present or the past, giving reasons for their opinions.

KS2

Children should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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.

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their locality, in Britain and in other parts of the world. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

The children will examine and discuss a wide range of evidence from historical sources including artefacts, written documents, recordings and testimony from living witnesses. They will find out about significant people and the work of famous historians. They will visit places of historical interest and take part in hands-on workshops. They will investigate local links to the periods studied.

Inclusion

All children will have Quality First Teaching. Planning for pupils with SEND is part of the planning that we do for all pupils at Bolton-by-Bowland Primary School. Removing barriers for pupils with SEND ensures that all children can learn and progress in ways that are personalised to them. Any personal targets a pupil has can inform this planning. At times, it may be appropriate to plan smaller steps to achieve the learning goal or provide additional resources. When planning History, reasonable adjustments, where necessary, are used to include all pupils. We do this by setting suitable learning challenges, responding to pupils' diverse learning needs, and overcoming potential barriers to learning and assessment for particular individuals, and groups of pupils. This could include seating, using visual,

kinaesthetic and audio resources, use of group work and talk partners, using emotive speeches (World War II), songs, videos, the use of ICT, scaffolds and word banks, modelling from the teacher. Think, share, Pair activities.

Spiritual, moral, social and cultural development

Spiritual development

The study of History helps children to appreciate the beauty and diversity of the world we live in today. Fostering the mystery of how and why events in the past happened and their many causes. Helping children to realise the incredible significance that some individuals have had in the past and how historical knowledge changes with new evidence and different interpretations of events. Allowing pupils to see the similarities between people now and in the past and bringing them alive through primary and secondary sources, artefacts and visits and visitors. Artefacts, for example, can bring us closer to people through touching what they felt, feeling their shoes, clothes etc

Moral development

Pupils are asked to consider and comment on moral questions and dilemmas from the past. Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.

Social development

Pupils will explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world' which links with the value of thankfulness. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils will also be encouraged to build up their own social development through collaborative and team working activities. The study of social issues is a common theme in History lessons.

Cultural development

Pupils will study, and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history. The contribution of different cultures to human development and progress are studied, which links with the values of wisdom and endurance

British Values

We aim to promote British Values through history. British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in our History curriculum. Students explore issues such as democracy in their historical context and relate them to the modern day through studying periods such as Ancient Greece. This enables them to understand how, overtime, changes happened and to evaluate their impact. By looking at the achievements of famous British people, including significant individuals from our geographical locality in KS1, our learners develop an awareness of how they have influenced and shaped the

country in which we live. This includes an appreciation of their work. Teaching students to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

Impact - How Do We Know Our History Curriculum is Effective?

Pupil Voice

We believe that if children have become knowledgeable historians, then they will be able to articulate their understanding with confidence. This is why pupil voice is an important tool in assessing whether children have made progress. If a child is able to confidently formulate and explain their own responses to an overarching enquiry, then the curriculum and its delivery have been successful.

High-Quality Outcomes

All children complete a Book of Knowledge which will showcase their sticky knowledge and their learning for each unit of work.

Overall impact will be demonstrated through the learning outcomes at the end of KS2. The children will:

- 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
- 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.

Assessment, Monitoring and Moderation

At Bolton By Bowland CE Primary School, assessment is an integral part of the teaching process. Assessment 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, and marking work will be guided by the school's Marking Policy. Class teachers will complete the schools assessment sheet for History. This allows for assessment of all areas of History. Staff will make a judgement

against the expectations for each year group at KS1, lower KS2 and upper KS2, placing the initials of the children in the boxes: working towards; expected; greater depth.

Monitoring and moderation takes place regularly through:

- Learning Walks
- Observations
- Scrutiny of Books/Work
- Moderation of work
- Discussions with Children/Pupil Voice Questionnaires
- Staff Meetings and Staff Audits
- Meetings/observations with the nominated governor.

Health and Safety

Children should be aware of the artefacts that they are using and use them safely. School trips to places of historical interest will be fully risk assessed.

Resources

If possible, we encourage the children to handle artefacts and to answer historical questions. The children are given the opportunity to use a variety of data, such as census data. We enable them to use ICT in History lessons when it will enhance their learning. Pupils use a variety of resources to support their learning, such as artefacts, photographs maps, books, pictures, first and second-hand evidence. Pupils take part in role-play and discussions, and they report findings to the rest of the class. They engage in a wide variety of research activities. Wherever possible, we involve the children in 'real' historical activities, e.g. visiting a museum. In each class we recognise that there are children of different abilities so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Chronology and sequencing of historical eras will be taught at the start of each topic and supported using timelines, both in class and outside. The timelines will be taught in a variety of ways, with a focus on visual, auditory and kinaesthetic learning, to help to embed this important knowledge.

People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members or representatives of the local community.

The Role of the History and Design Subject Leader

- The History Subject Leader has a clear and ambitious vision for providing high-quality History education for all pupils.
- The History Subject Leader reviews the History curriculum to ensure that it is ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life.

- The History Subject Leader will focus on improving teachers' subject, pedagogical and content knowledge in order to enhance the teaching of History.
- The History Subject Leader will focus on improving teachers' appropriate use of assessment in History
- To develop a policy and scheme of work in consultation with staff and Governors
- To advise, work alongside, consult and influence by example
- To provide and organise visual resources/ stimulus material
- Provide, order and organise resources
- To attend courses and keep abreast of new developments
- To be responsible for monitoring and assessment