

Bridgewater Primary School
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BRIDGEWATER
PRIMARY SCHOOL

History Policy

April 2024

Review Date: April 2025

History Policy

Aims and Objectives

At Bridgewater Primary school our aim in history is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today.

In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

Curriculum: intent, implementation and impact

"The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and skills pupils have gained against expectations (impact/achievement)." - OFSTED April 2018

At Bridgewater we aim to:

The national curriculum for history aims to ensure that all pupils:

- 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.

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artifacts and primary sources. In each key stage we give children the opportunity to visit sites of *historical significance*. We encourage visitors to come into the school and talk about their experiences of events in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as ‘how do we know?’ about information they are given.

Equal Opportunities

All children regardless of their race, sex, religion or ability will be given equal opportunities to develop their knowledge, skills and understanding of History.

British History is, where possible, set within the context of Europe and the World.

Care is taken when selecting source material that a range of perspectives and viewpoints are represented; including those of men and women of different racial, national or religious groups.

Care is taken that societies are not just represented from the British perspective but also from their own.

The importance of the pupil’s own cultural background is recognised as a resource, which may give an alternative perspective on events of the past as well as the present.

History curriculum planning

We have devised a Creative curriculum that uses units of work from the Focus Learning Challenge Curriculum, See Creative Curriculum Policy for more details. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge.

Resources

Most available resources for History are stored in classrooms but others are available in the resource area (old ICT suit). They are boxed and labelled for most of the topics studied throughout key stage one and key stage two. Teachers are encouraged to use ICT in their teaching and a list of good history websites, interactive games and activities are available and regularly being updated.

Health and Safety

Fieldwork and site visits are an important part of History teaching. School health and safety guidelines should be followed at all times and a risk assessment completed for all visits.

For health and safety issues concerning History activities within school these points should be followed:

- Children should be reminded to take extra care when handling heavy and fragile artefacts.
- Teachers should get all resource boxes prior to lessons and avoid asking children to carry them.
- A designated area (e.g. carpet area) should be used for floor maps/posters and mats, they should not be left in a walk-through area.
- Children should not be left alone with visitors to the school, teachers should stay with them to maintain discipline.

SEND Adaptations for History:

Our curriculum for History acknowledges that learners with additional needs are likely to have difficulties making a generalisation associated with stimuli. These difficulties may act as barriers to learning with regard to making the connections necessary when studying History. The learner may need support to remember previous experiences and link them to make sense out of a new one. When teaching History at Bridgewater, planning is adapted to suit the needs of all children - no matter what their needs - with a focus on Quality First Teaching.

Teaching is personalised and targeted including tasks, questioning and intervention in the lesson where needed. We use pre-teaching of vocabulary to help the children know and remember more, and provide guided scaffolds to ensure all children are accessing the curriculum knowledge needed for their year group. All children have access to knowledge mats for reference and consolidation of skill information and vocabulary. Teaching uses visual and practical resources to help understanding of new content in History where physical artefacts are not available. Teachers also carefully consider adaptations – see below.

Cognition and Learning	
Barriers	Provision
Reading resource/ source materials. Recording of work using paper and pencil methods. Understanding the concept of time/ passage of time.	<ul style="list-style-type: none">• Highlighting of key points to cue children in.• Whole class reading of source materials to support understanding.• Enlarging text and copying onto buff paper.• Use of visual and audio sources.• Shared reading opportunities to give children opportunity to practise.• Adapting reading materials such that they match pupils reading age/ability.• Sourced read through immersive reader or audiobooks.• Alternative methods of communication such as comic strips, pictures, annotated drawings.• Use of word processor, speech to text software.• Use of peer scribe, adult scribe, my turn your turn approaches.• Broken down success criteria

	<ul style="list-style-type: none"> • Scaffolds for writing. • Visual timelines with known points in history from prior learning and key points of reference. • Key 'time' vocab provided – before, after, past, - Key vocabulary cards with phrases (old, new, long time ago, before, after, past, present, then, now, BC, AD, decade, ancient, century).
Communication and Interaction	
Barriers	Provisions
<p>Complex subject specific vocabulary/ new vocabulary.</p> <p>Participation in lessons which are largely discussion based.</p>	<ul style="list-style-type: none"> • Pre-teaching of key vocabulary or sending home key vocabulary prior to the topic. • Support key vocabulary with Makaton signs and with symbols/visuals. • Assess child's level of prior knowledge and vocab before the topic. • Enable additional thinking/processing time. • Give the child a whiteboard or method of jotting down ideas to support their participation. • Communication fans and other prompts to signal 'agree/disagree/I have a question' using nonverbal methods.
Physical and Sensory	
Barriers	Provision
<p>Being able to view artefacts and other visual resources.</p> <p>Sensory overload (feeling of old objects).</p> <p>Unusual/ unexpected noises (wartime topics in</p>	<ul style="list-style-type: none"> • Allow children to feel artefacts if possible/allowed. • Enlarged pictures/texts/detailed descriptions which paint a picture of an object. • Use of ear defenders or noise cancelling headphones. • Prior warning of anything unexpected. • Gloves to handle objects if sensory. • Removal to a space away from any smells. • Option to observe artefacts from a distance and relate/compare to a printed photo of the objects. • Consider pupil sensory audits and adaptations.

particular).	
Social Emotional and Mental Health	
Barriers	Provision
<p>Talking about the past could be a trigger for children when talking about their own past/ history.</p> <p>Talking about particular topics in history such as wartime topics could be a potential trigger for some children.</p>	<ul style="list-style-type: none"> • Prior warning of any sensitive topics. • Liaison with parents/carers in advance of any sensitive/triggering topics • Method of communicating that a topic is becoming too much/child may need time out and an appropriate/identified place to go to if needed. • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. • Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.



SUBJECT OVERVIEW

History

BRIDGEWATER PRIMARY SCHOOL

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NURSERY	Ourselves- begin to understand people and events in their own past – I was a baby.	To develop vocabulary related to the past (expressed during news time) e.g. yesterday, last week	Begin to understand people and events in their own past – including re-occurring celebrations e.g. Birthdays/Easter	Understand the past through characters, settings and events in books, comparing traditional tales to their own environment	Understanding the past through characters and stories- e.g. old pirate maps	Farms- where does food come from. Supermarket/farming
RECEPTION	Ourselves- begin to understand people and events in their own past- recalling significant events e.g. birthdays	People who help us- talk about people around them and their roles in society	Begin to understand people and events in their own past – including re-occurring celebrations e.g. Birthdays, wedding christenings.	Understand the past through characters, settings and events in books, comparing traditional tales to modern fiction	Understanding the past through characters and stories- e.g. pirate clothing, coins, ship	Transport- to look at how transport has changed from hot air balloons and horses to planes and cars.
YEAR 1			Are 'today's toys' more fun than toys from the past?		Where do, and did, the wheels on the bus go?	
YEAR 2	How has a Famous person influenced the world?					Seaside Holidays from the past.
YEAR 3	Who first lived in Britain?		Ancient Greece			
YEAR 4	Why were the Romans so		Were the Anglo-Saxons really	Were the Vikings always so vicious		

	powerful and what did we learn from them?		smashing?	and victorious?		
YEAR 5			Ancient Egypt		How would you have survived medieval England?	
YEAR 6	Ancient Civilization -Mayans		To be or not to be, that is the question? William Shakespeare			