

**Bidston Village C of E Primary School**  
*'Love faith, Love People, Love Learning'*



**Whole School Policy for History**

**Romans 15:4 for whatever was written in earlier times was written for our instruction, so that through perseverance and the encouragement of the Scriptures we might have hope.**

**Intent**

At Bidston Village C of E Primary School, our history curriculum is designed to allow pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. The curriculum focuses on pupils developing a sound understanding of the chronological narrative of history and understanding how past civilisations have lasting legacies that shape the present. It is our intent to deliver a curriculum that builds on previous learning and ignites children's curiosity to explore, analyse and develop a wide range of historical skills when learning about the past. Planned progression of knowledge, skills and understanding throughout the primary phase, provides a pathway towards living fulfilling lives and contributing to society, through fostering their curiosity and encouraging them to ask perceptive questions. Through this learning about our past, children will gain an understanding of our present and future.

At Bidston Village CE Primary School, our aims for our history curriculum are to fulfill the requirements of the National Curriculum ensuring the progressive development of historical concepts, knowledge and skills; use adaptive teaching to make it fully inclusive to every child and for the children to develop a love for History. Furthermore, we aim to inspire in pupils a curiosity and fascination about History that will remain with them for the rest of their lives.

History teaching at Bidston Village CE Primary School has a wide application to everyday life, teaching the children to enjoy learning about the past and to have a better understanding of the society in which they live.

**The aims of teaching History in our school are:**

- to inspire pupils' curiosity to discover more about the past and to develop an understanding that enables them to enjoy all that History has to offer;
- to enable children to know about significant events in British History and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to understand how Britain is part of a wider European culture and to study some aspects of European History;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation, debate, interpretation, problem solving and presentation.

**Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers**

Any children with identified SEND or in receipt of pupil premium funding may have work additional to and/or adapted in order for those pupils to access the curriculum, successfully, dependent upon their needs. They will

also have opportunities to work with their peers in pairs or groups to provide peer support when required. Teachers appropriately meet the needs of the children in their class by using adaptive teaching methods which enable children to achieve learning outcomes. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

## **Implementation**

History is taught termly throughout our school. In EYFS, children begin to foster an understanding and knowledge of their own life story, leading to exploring known figures in the recent past. From Year 1 to Year 6, The National Curriculum is taught in conjunction with Curriculum Essentials, which has enabled us to develop, plan and deliver a rich curriculum that ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop progressive skills of a historian throughout their time at Bidston Village and do not just learn a series of facts about the past. In History, pupils find evidence, analyse it and, through integrating the Voice 21 Oracy framework, utilise effective discussion techniques to become analytical historical thinkers and reach their own conclusions.

Through the use of thought-provoking artefacts and resources, children are able to develop a good understanding of key historical vocabulary and use this to construct informed responses that involve thoughtful selection and organisation of relevant historical information. Visitors and educational visits are also woven into the curriculum to enhance and enrich learning. Our immediate and wider local area is steeped in rich historical links ranging from Viking influences across the Wirral, Port Sunlight- the innovative village built by the Lever Brothers, to the local air raid shelters in Bidston. It is the utilisation of the local area over a range of local studies that bring history to life for our children.

As historians, we also use cross-curricular links with Computing, Geography, Oracy and Reading to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to present their points of view; a skill that will help them in their adult life.

## **Foundation Stage**

Staff in the Foundation Stage follow the Early Years Foundation Stage Profile and offer the children meaningful activities which aid their development in History. Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

## **Key Stages 1 and 2**

The History curriculum at Bidston Village CE Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. History is delivered as part of a creative curriculum based on skills so that children will be fully engaged in learning.

Teachers plan lessons for their class using the Chris Quigley Curriculum Companion document which complements the National Curriculum Content. In Key Stage 1, children explore history within their own lifetime and extend this to historical events and significant people in more recent history. Pupils practise skills learnt previously, building on these prior skills, preparing them for their next stage in learning.

Throughout Key Stages, History teaching focuses on enabling children to think critically. Across the curriculum children's activities involve historical interpretations and investigations; chronological understanding; knowledge and understanding of events; people and changes in the past; and presenting, organising and communicating. The use of Information and Communication Technology is integrated wherever relevant.

In group work, children of mixed abilities are encouraged to develop inter-personal skills through discussion, enquiry and negotiation (team work). Strong speaking and listening links are made with reference to the Voice 21 framework. Children enjoy activities where they are involved in debating and also putting themselves into history through role play. Spiritual, Moral, Social and Cultural factors are integrated where appropriate, along with our Church school ethos.

At Bidston Village CE Primary School, we provide a variety of opportunities for History learning inside and outside the classroom. We have had whole school and community celebrations for the Queen's Jubilee and planned 75th VE Day celebration activities for in school and for home learning. First hand experiences such as visits and visitors enhance learning. Educational visits are an opportunity for the teachers to plan for additional History learning outside the classroom. At Bidston Village Primary School, the children have had many opportunities to experience History on educational visits. The children have explored local museums and had visitors into school to share History learning and have hands on experiences. Members of the community are invited into school wherever possible to share their historical knowledge of the local area and their life growing up here.

### **Impact**

By the time children leave Bidston Village they should have developed:

- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Our History curriculum is well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. Teachers have high expectations and children use technical vocabulary accurately. Pupils are expected to know, apply and understand the skills and processes specified.

We measure the impact of our curriculum through assessment, recording and monitoring. Children become more confident in analysing their work and giving their opinion on their own and other work. Children in school can speak confidently about their History work and their skills.

Assessment of History is carried out through marking of written work; through teacher observation of children during lessons and the progression of skills shown linked to the Milestones in the Chris Quigley Companion Document. These Milestones set out the end points to be achieved by the end of KS1, Lower KS2 and Upper Key Stage 2. Assessments are completed termly and teachers use National Curriculum expectations and the Chris Quigley skills document to support them in their decision when awarding this assessment. Standards across the curriculum are reported to parents/carers annually.

All year groups gather evidence of work towards the key skills in each year group, for a sample of pupils. This builds a basis for shared moderation, ensuring that work and expectations in each year group are pitched accurately.

Reviewed Feb 2023 by HO (Subject Leader)

To be reviewed Feb 2026