



We

Work

We

Play

We

Care

We

Pray

## **HISTORY CURRICULUM POLICY**

At Bishop Bridgeman, we give our children the very best. Through a supportive and purposeful curriculum aligned with National Curriculum objectives we strive to ensure that all our pupils are able to succeed and find their unique talents and strengths.

Our staff are committed to developing in each pupil a love of learning, whilst developing the skills and values to support their all-round development.

Bishop Bridgeman C of E Primary School is a special place where we work, we play, we care and we pray.

### **Intent**

At Bishop Bridgeman Primary School, we provide a knowledge rich curriculum that gives pupils the knowledge and skills needed to take full advantage of opportunities, responsibilities and experiences in later life. Leaders at Bishop Bridgeman have the highest academic ambition for all children and the curriculum is designed to equip pupils with the knowledge and cultural capital needed to succeed.

Leaders have coherently planned and explicitly sequenced the curriculum. The history curriculum has clear end points that state the knowledge and skills that pupils will gain at each stage. When sequencing the curriculum leaders have taken into account prior learning and typical gaps so that pupils gain cumulatively sufficient knowledge and skills. The logical progression that has identified the most useful content in history enables pupils to know more, remember more and be able to do more.

Leaders have taken into account findings of the Hart and Risley landmark study (1995) into vocabulary. Key vocabulary has been selected to support pupils develop their conceptual understanding and the work of Isabel Beck (Bringing Words to Life\*) informed teachers when making this selection. For each history unit, 2-3 'tier 2' words have been chosen to develop pupils conceptual understanding alongside up to 6 'tier 3' words selected to support subject-specific learning.

History learning encourages our children to question the past, learn key values and understand the highlights of the world and British history. The past influences all aspects of our lives, and has shaped the customs and beliefs of the communities to which we belong. At Bishop Bridgeman, teaching history offers opportunities to develop children's sense of identity through understanding Britain's past and the wider world by inspiring children's curiosity, ability to weigh evidence and develop perspective.

Our intent is to help children to understand the process of change, develop an understanding of diverse societies and how these relationships have changed throughout time.

## Implementation

The History curriculum at Bishop Bridgeman is designed to embed core knowledge and concepts. Teachers have the expertise necessary to support pupils in learning the intended the curriculum and in addressing any gaps in their knowledge.

Teachers present information clearly and check pupils understanding effectively and systematically. The curriculum is designed to allow pupils to transfer key knowledge into long term memory by having regular opportunities to revisit learning.

Teachers use ongoing assessment to check understanding and inform teaching for example by marking in the moment and providing clear and direct feedback at the point of learning. An assessment system (Insight) is also used to analyse data for key groups and inform priorities for leaders.

Leaders have developed knowledge organisers to support pupils in learning the key knowledge as specified within the subject intent for history. Knowledge organisers ensure that the intended knowledge is presented to children in a clear and structured way to support long term memory. Teachers plan spaced retrieval tasks so that pupils regularly retrieve knowledge to ensure key concepts are embedded in their long-term memory and they are able to apply them fluently.

In each year group, four topics are taught throughout the year. These topics range from the Stone Age through to World War 2 and allow children to explore a range of historical contexts. In their time at Bishop Bridgeman, children will fully engage with history lessons and gain a thorough understanding of that time period.

At Bishop Bridgeman, children are encouraged to discover how our lives have developed from key historical events and decisions and we strive for pupils to be able to make connections between new and existing knowledge.

To support pupils with their acquisition of knowledge reading is prioritised and cross curricular links are planned such as in English, where children can use their knowledge and understanding of historical events to draw writing inspiration from. For example, Year 6 children gain a deep understanding of diary account writing from studying 'The boy in the striped pyjamas' during their World War 2 topic.

A key priority at Bishop Bridgeman is to teach the History of our local area and community during various time periods. What was Bolton like during WW1? How has it changed since the war? We also look deep into the historical developments of Britain's past, paying close attention to how society developed as a result of significant events and changes to our values and laws.

## Impact

At Bishop Bridgeman, all children are given equal opportunities to achieve in History through a well-constructed curriculum. Good progress is made in line with the national curriculum objectives and children know more, remember more and are able to do more. This is reflected in their work that is consistently of a high quality. Children enjoy a range of lessons with cross curricular links to many other subjects. They learn about the past from a variety of sources and develop a sense of chronology of world history. They are taught about the diversities of the societies studied, the experiences of both men and women and to consider human influences on the environment and of the lives of others.

Children leave Bishop Bridgeman having undertaken an enriching and enlightening curriculum and are well prepared to continue their education. They understand the importance of world history and how the past has and will affect the future.

\*Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford Press.

**Prepared by:** Mrs N Kelly

**Reviewed:** February 2020

**Next Review Date:** February 2021