



Bishop Bridgeman C.E. Primary School

Part of Archbishop Temple Multi Academy Trust

We Work, We Play, We Care, We Pray

“Love God, Love Yourself, Love Your Neighbour” Luke 10:27

HISTORY CURRICULUM POLICY

At Bishop Bridgeman, we give our children the very best. Through a broad, balanced, supportive and purposeful curriculum linked 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 a love of learning, whilst developing the knowledge and skills to support the all-round development of every pupil.

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, skills 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 in their learning. When sequencing the curriculum, leaders have taken into account prior learning and typical gaps so that pupils gain cumulatively sufficient knowledge and skills as well as the maturity of pupils in comparison to the chosen historical topics. 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. Key historical concepts such as invasion and civilisation have been selected to link topics together and further cement understanding of such concepts and how they have shaped the modern world.

Teachers will make reference throughout all topics to our school vision ‘Love God, Love Yourself, Love Your Neighbour’ Luke 10:27 by comparing civilisations and historical individuals with the ethos of our school and ensuring the children understand treating everyone with respect is important across the curriculum.

History learning encourages our children to question the past, learn key values and understand the highlights of the world and British history whilst questioning the validity of sources and making reference to how history can differ based on perspective. 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.

The teaching of history begins in Early Years where the children are taught 'understanding the world' topic. Here the children look at their individual history and how they have changed over time as well as looking at seasons and using specific vocabulary relating to the past and continuity and change.

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.

Subject leaders have created essential knowledge that identifies the foundation knowledge that is accessible for all pupils.

IMPLEMENTATION

The history curriculum at Bishop Bridgeman is designed to embed core knowledge, skills and concepts. Teachers have the expertise necessary to support pupils in learning the intended 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 through spaced retrieval exercises (reference long-term memory policy).

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. This system assesses knowledge, skills and vocabulary.

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, chronologically, 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 and the necessary skills they will require to understand and champion cultural capital.

At Bishop Bridgeman, children are encouraged to discover how our lives have been shaped by 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 where appropriate. In English for example, 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. Subject leaders have created a history reading spine that is accessible in the library – for each topic there is a range of fiction and non-fiction texts that the children can use to assist with their knowledge acquisition.

Seesaw is used regularly by staff to ensure fun, interactive and meaningful education can take place. This allows teachers the freedom to plan and implement lessons that don't involve writing and may be debate, role-play discussions or re-enactment based. This ensures pupils learn history in a fun active way to ensure knowledge and skills are embedded long-term.

A key priority at Bishop Bridgeman is to teach the history of our local area and community during various time periods. In Year 2 the children learn about William Hesketh Leaver and his influence on the local community which is still evident today with multiple estates in the local area, previously owned by him, visited and researched about. In Year 3 the children learn about Tudors and how they lived in our local area by exploring Tudor estates. They make comparisons to life today and understand the changes society has gone through since this time.

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

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Reviewed: January 2024

Next review date: January 2025