



ST BERNARD'S PREPARATORY SCHOOL

HISTORY POLICY ADVENT 2018

St Bernard's Preparatory School

History Policy 2018

Mission Statement

With God as our shelter and Christ as our guide, the mission of St Bernard's Preparatory School is to educate towards love and service to God, each other and the wider community. Through our broad balanced curriculum we will develop an understanding of each faith and the values we share. We will treat each person with respect, knowing we are special and unique.

St Bernard's is part of the St Benedict's family of schools. All schools in the group share a similar Catholic and Benedictine/Bernardine ethos.

1. Introduction

Learning about history offers the children the opportunity to:

- gain an understanding of the past, with relation to themselves, their families, community and the wider world
- consider how the past influences the present

History skills are taught through a skill based creative curriculum within the National Curriculum Framework. Knowledge and understanding are also taught within EYFS.

2. Aims

- To understand the present in the light of the past
- To promote historical enquiry through creative, hands-on and challenging activities
- To develop a sense chronological understanding, relating to major historical periods, events and people
- To provide a range of sources and artefacts to aid their development of historical enquiry
- To enrich other areas of the curriculum
- To provide work that covers local, national, European and world history topics
- To make use of local museums, sites and speakers wherever possible.

3. Progression, Continuity And Differentiation

- Long term and medium term plans ensure that there is continuity and progression of skills being taught throughout all key stages.
- Short term plans include a range of teaching strategies considered most appropriate for the child, group or class being taught.

4. Inclusion

We are committed to providing effective learning opportunities for all pupils and apply the three principles for inclusion to planning and teaching. Suitable learning challenges will be set for all pupils with the aim of maximizing achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of differing genders, special educational needs, disability, as well as different cultural, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils.

5. Assessment, Recording and Reporting

- Teachers assess the children's work in history both by making informal judgements as they observe during lessons and by carrying out formal assessments of work, gauged against specific skill based learning objectives and learning objectives set out in the National Curriculum.
- Children work individually, in pairs or as part of a group. All children's work is marked in accordance with the school's marking policy.
- Parents will receive a written report of their child's progress at the end of the academic year in KS1 and KS2. Parents will also have the opportunity to discuss their child's progress at Parents' Evening twice yearly.
- Yearly book scrutiny by the co-ordinator to ensure work is reflective of standards in other subjects and to monitor use of worksheets

6. Role of Governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

7. Resources and Trips

- History resources are stored in individual classrooms and in the Resource Room.
- All staff have access to the resources at www.keystagehistory.co.uk
- Themed history days and visits to historical sites are actively encouraged and used as part of our creative curriculum
- For any fieldwork or visits that are undertaken a risk assessment is completed to ensure that safe practice is being followed and that supervision is at an appropriate level.
- There will be opportunities for pupils to explore history through different occasions e.g. the time capsule being opened and buried, anniversaries, the 70th anniversary of the school's foundation and links to the Bernadine Sisters.

8. Cross Curricular Links

- History is taught within the creative curriculum and has links to geography in the location of historical places.
- Literacy provides opportunities for historical stories and character studies to be written.
- ICT can be incorporated into history through the use of census databases and use of the Internet as a tool for historical research.

9. Curriculum Overview

YEAR	ADVENT	LENT	PENTECOST
1	Ways of Life in the more distant past: Victorian homes and schools compared to today (link to local area) (All term)	Local area linked to Geography. (e.g., the coming of the railways, Brunel)	The lives of significant individuals in the past who have contributed to national and international achievements. e.g. Florence Nightingale, Mary Seacole Mother Teresa. OR Significant event E.g. The Olympics
2	Past Events from British History: The Gunpowder Plot Great Fire of London and Samuel Pepys	Events beyond Living Memory nationally/globally: The Great Plague OR Scott of Antarctica - exploring	Significant People from History of Britain: Compare Queen Victoria and Elizabeth I Or / Neil Armstrong and Christopher Columbus
3	Changes in Britain from Stone age to Iron Age: Hunter Gathers and the Early Farmers Or Stonehenge and Iron age Forts	Roman Empire and impact on Britain: British resistance – Boudica Or Romanisation of Britain: technology/ culture/ beliefs/architecture/roads	Local History Study: Victorian Windsor (buildings, art, everyday life) compare to now OR WW2 in Slough/Windsor
4	Anglo=Saxon invasions, settlements and kingdoms: Village life, place names, art and culture	Achievements of Ancient Egypt as one of the early civilisations: where and when did it first appear, everyday life, what was going on in Britain at that time?	Britain and the Wider World in Tudor times: Contrast Aztecs and the Tudors in relation to everyday lives/technology/architecture
5	Vikings Vs Anglo Saxons: Viking raids and invasions Or Edward the Confessor and his death in 1066	Non-European Society Study: Mayan Civilisation AD 900 Or Benin AD 900-1300 Or Indus Valley	Britain since 1930 / World War Two: impact of the Second World War and social and technological changes
6	Life in WW1	British History which goes Beyond 1066: Crime and Punishment from Anglo-Saxons to Present day Or Industrialisation of Britain	Ancient Greece: Greek life, their achievements and their influence on the Western World

Applies to:

Whole School including Early Years Foundation Stage (EYFS).

Related Policies:

Curriculum, Teaching and Learning, Assessment, Recording and Reporting

Availability:

This policy is made available to parents on our website www.stbernardsprep.org or a copy may be obtained from the school office on request.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Headmaster.

The Trustees will undertake a formal bi-annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed by _____

Headmaster _____

Date _____

Chair of Governors _____

Date _____