

Bonneygrove Primary School Curriculum Guidance



HISTORY

INTENT

At Bonneygrove Primary School, we provide all pupils with a rich and stimulating History curriculum that ignites their curiosity and broadens their knowledge of British and world history. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Our lessons provide opportunities to ask insightful questions, compare changes in time and offer an understanding into the complex nature of laws, social change and diversity from the Stone Age until present day, and develop an appreciation of how these changes influence us today. As a school, we introduce vocabulary that is relevant to the period that is being studied and have opportunities to develop reading skills by being exposed to different texts related to the historical topic.

As young historians, our pupils will engage with a carefully selected range of primary and secondary sources, including artefacts and documents that inspire them to construct their own interpretations of the past. We compliment this by experiential learning days, in-school workshops and external visits, all with the intent of increasing our pupils' cultural capital.

Each year, pupils will build upon previous learning and begin to make links between different periods; drawing upon their mathematical understanding of time in order to understand chronology and timelines.

History is a subject that enables children to ask questions about their understanding and helps them to formulate their own opinions to become independent thinkers. The children's historical knowledge allows them to understand the cause and effect of things that have happened in the past and how they have shaped our present. Studying history gives children opportunities to assess and evaluate information they are given, in a critical way, to formulate an opinion.

Pupil Voice

'At Bonneygrove, when we learn History we think it is fun because we learn things about the past.'

Elif – Year Two

'I like all the things we learn about and think that it's really important to learn about the past.'

Ela - Year Six

IMPLEMENTATION

At Bonneygrove Primary School, our history curriculum focuses on enabling our pupils to think as historians. To enable us to be successful we have developed a well-sequenced and progressive curriculum map to ensure that pupils are fluent in key concepts and can make links between previous and current learning, building upon the foundations of previous learning.

These key concepts include:

- Historical interpretation
- Knowledge and understanding of events, people and changes in the past.
- Chronological understanding.
- Historical understanding.

In line with the Early Years Foundation Stage (EYFS), we teach History in Reception as an integral part of the topic work through child-initiated and adult-led activities. We offer pupils the opportunity to find out about past and present events in their own lives, and those of their families and other significant people in their lives.

Throughout Key Stage One, pupils learn about people's lives and lifestyles. They explore events within the lives of significant men, women and children from the recent and more distant past in Britain and the wider world.

In Key Stage Two, pupils will consolidate and build up the skills learnt within the prior key stages. They will learn about the changes in Britain, from the Stone Age, through the Bronze Age, to the Iron Age through to World War II. They will learn about and discuss their impact on Britain, both in the short term and to the present day. To complement children's understanding of society, a study of an Ancient Islamic civilisation and a non-European society, will provide another contrast with British history.

At the beginning of every topic all pupils will engage with KWL grids to ensure that teachers are able to make accurate assessment of learning to identify prior and current knowledge, and to plan opportunities to scaffold and extend learning where needed in the upcoming sequence. Each lesson taught within the sequence will provide answers to pupil's questions, whilst providing them with opportunities for deeper questioning.

We offer all pupils at Bonneygrove Primary School historical reading opportunities that immerse them into a variety of different worlds and eras. We ensure that we dedicate some guided reading sessions to historical non-fiction reading from books to copies of original document and manuscripts. The school has a strong focus on oracy and building pupils' vocabulary. In History, we do this by ensuring that we discuss any lesson specific vocabulary in order to solidify their understanding, prior to digging deeper.

At Bonneygrove Primary School, we make reasonable adjustments for all our children (including those with SEND). In our school, we ensure that all of our children registered as SEND, including the provision of auxiliary, are not at a substantial disadvantage compared with their peers.

At Bonneygrove, we are guided by the SEND Code of Practice - Right Support, Right Place, Right Time March 2023.

We recognise that each child has a specific need, including:

- Communication and interaction
- Cognition and learning
- Social, emotional, and health difficulties
- Sensory and/or physical needs

SEND area of need	Barrier to learning	Strategies
<ul style="list-style-type: none"> • Communication and interaction 	<ul style="list-style-type: none"> • Noise and movement – overstimulating • Sharing space and equipment with others • Understanding cause and effect 	<ul style="list-style-type: none"> • Visual representation • Knowledge/graphic organisers • Now and next. • Quiet area for child – workstation • Ear defenders if needed
<ul style="list-style-type: none"> • Cognition and learning 	<ul style="list-style-type: none"> • Difficulty recalling instructions • Difficulty recalling prior learning (long and short term) • difficulty in understanding cause and effect • difficulty recording in a way which supports learning and retrieval 	<ul style="list-style-type: none"> • Knowledge/graphic organisers • Dual coding • Pre and reteaching • Simplifying work • Knowledge/graphic organisers • Word banks • Alternative methods of recording
<ul style="list-style-type: none"> • Social, emotional, and health difficulties 	<ul style="list-style-type: none"> • Motivation • Participation • Team/partner work • Sharing materials 	<ul style="list-style-type: none"> • Clear end points • Clear expectations • Modelling and explanations clarity • Realistic expectations
<ul style="list-style-type: none"> • Sensory and/or physical needs 	<ul style="list-style-type: none"> • Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Low self esteem • Difficulty with vocabulary. 	<ul style="list-style-type: none"> • Pictorial representations • Video • Vocab lists and explanations • Position within the class Pictorial representations • Vocab lists and explanations/dictionaries so words can be revised • Position within the class • Simple instructions

		<ul style="list-style-type: none"> • Task planners • Use of signing if needed • Ensure mini- mic is working and check hearing aids daily • Knowledge/graphic organisers • Alternative ways of recording • Simplification of diagrams • Support with fine motor skills e.g., pencil grips • Instructions broken down into small chunks • Use of visual
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IMPACT

By the end of Year Six, we want the children to be able to confidently explain the history of our islands and to have a chronological understanding of how Britain has been both influenced by, and has influenced, the rest of the world. We want them to be able to articulate the significant aspects of the wider world including ancient civilisations and the achievements of humankind. Children will be able to use historical terminology, specifically Empire, Civilisation, Parliament and Peasantry. Children at the end of Year Six will be able to discuss continuity, change, similarities and differences and use these to ask questions, recall knowledge and make connections between the different periods of time they have studied.

History Policy

Role of the Subject Leader

The role of the history subject leader is to ensure continuity and progression in the teaching and learning of history.

- Create a progressive history curriculum map, monitor its implementation and assess the impact in terms of the progress children make
- Developing good practice in their own classroom and sharing good practice across the school
- Monitoring and evaluating the implementation of the history curriculum map
- Co-ordinating and ordering resources and managing the budget
- Monitoring and evaluating resources
- Monitoring planning and the delivery of the curriculum
- Working together with colleagues to raise standards
- Providing stimulus and inspiration
- Ensuring that the policy documents remain useful and current
- Organising and supporting in-service training in line with the SDP
- Yearly history audit and action plan

Objectives

The following objectives derived from the above aims will form the basis of our decisions when planning a scheme of work.

We aim:

- to foster, in all of our pupils, an interest in 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 know and understand how the British system of democratic government has developed and, in so doing, to contribute to each child's citizenship education
- 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 the skills of enquiry, investigation, analysis, evaluation and presentation
- to incorporate the celebration of Black history throughout each topic
- to develop a knowledge and appreciation of the contribution made by famous scientists to our knowledge of the world including scientists from different cultures
- to build on pupils' curiosity and sense of wonder about the past
- to support and develop our pupils' sense of enquiry which encourages them to ask questions and make suggestions
- to steer each topic based on pupils' own enquiry drivers

Differentiation and Additional Educational Needs

We plan all History lessons to give pupils a suitable range of differentiated activities appropriate to their age and abilities. Tasks will be set which challenge all pupils, including those working at greater depth. For pupils with SEN, we offer further support by adjusting tasks and scaffolding learning. The grouping of pupils for practical activities will take account of their strengths and areas for development, and ensure that everybody can take an active part in the task and gain in confidence.

Cultural Capital

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws have evolved over time, and how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn that society consists of people from different cultures and start to develop tolerance and respect for others.

Cross-Curricular Skills and Links

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the literacy lessons are historical in nature.

Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

At Bonneygrove, History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as timelines. Children learn to interpret information presented in graphical or diagrammatic form.

We incorporate the use of ICT in history teaching where appropriate. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet.

When teaching History, we contribute to the children's spiritual development where possible. The history programme of study enables children to understand that Britain's rich cultural heritage is enriched further by the multi-cultural British society of today.

Continuity and Progression

Early Years Foundation Stage

At Bonneygrove School, History makes a significant contribution to the development of each child's understanding of the world. We provide activities such as examining photos of themselves at birth and looking for change over time,

using stories that introduce a sense of time and people from the past, comparing artefacts from different times e.g. teddies, and making the most of opportunities to value children's histories from their own and other cultures.

In the nursery and reception classes, we teach History as an integral part of topic work covered during the year. In the EYFS, history is about having the opportunities to find out and learn about the world they live in and discover the meaning of new and old in relation to their own lives. The history side of the children's work is related to the Knowledge and Understanding of the World objectives set out in the EYFS Curriculum.

Key Stage One

During Key Stage One, children learn about people's lives and lifestyles from the more recent past. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present. Children begin to learn about the more distant past through topics that have a direct connection to our local area. They use the primary resources available to help them understand a life very different from their own.

Key Stage Two

Throughout their learning in Key Stage Two, children learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past is represented and interpreted in different ways.

Equality of Opportunity

All children have equal access to the History curriculum and its associated practical activities. The SLT, Class Teachers and TAs at Bonneygrove Primary School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. Pupils that are more able are given suitably challenging activities. Gender and cultural differences are reflected positively in the teaching materials used.

All children have equal access to the Curriculum, its teaching and learning, throughout any one year. This is by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Health and Safety

We teach pupils to handle artefacts safely during practical activities. Class Teachers and Teaching Assistants will check resources regularly and report any damage, and make any necessary replacements.

Assessment for Learning

Throughout the school, teachers will assess whether children are working at/above or below the expected level for their age based on their understanding and application of the content of the National Curriculum 2014. Progress and attainment is reported to parents through parents' evenings and end of year reports.

Assessment is in line with the schools assessment policy. Teachers assess at the end of each unit against the end points outlined on the history curriculum map for each year group and key concept.

Monitoring of history takes place throughout the school by:

- Observations of individual lessons.
- Monitoring of children's books.
- Discussions with both adults and children.
- Looking at classroom displays.

Marking for Improvement (see policy)

Some work completed within History is of a practical or oral nature and, as such, recording will take many varied forms thus making marking different. It is, however, important that written work be marked regularly and clearly, as an aid to progression and to celebrate achievement. When appropriate, pupils will be asked to self-assess or peer assess their own or other's work. Marking for improvement comments in a child's book must be relevant to the learning objective to help children to better focus on future targets.

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's historical enquiry skills.

Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking to engage children with their learning and to provide opportunities for self-assessment, consolidation and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre- identified key knowledge of each topic evidenced through the outcomes.

Resourcing

The school is in the process of developing its range of resources to support the teaching and learning of history both inside and outside the school.

Teachers are encouraged to make use of the resources outside the school through visits to historical sites and museums.