



History

October 2020

Last reviewed by LB	October 2020
Next review date	October 2023

Beckley Church of England Primary School

History

Our Vision

To promote and achieve excellence in all areas of school life. The school will be a place and a community where all children are happy and safe, where they can flourish and achieve their best in a caring, inclusive environment.

Kindness is our core value, underpinning our school vision: **“Be kind to one another, tender-hearted, forgiving one another”** *Ephesians 4:32*

Curriculum Intent

Each child will start learning – seeking knowledge and developing skills – to prepare them to make their way and to contribute, to make changes and to thrive in our changing world of challenge and delight. In this we aim to:

- Develop foundations and individual enthusiasm for life-long learning.
- Inspire curiosity, confidence and creativity in all children.
- Teach the children with their strengths and interests in mind.
- Create many opportunities to spark interest for all children.
- Encourage a secure and positive attitude towards others and the environment.
- Be ambitious for every child, whatever their prior attainment or need.
- Encourage resilience through understanding the importance of making mistakes, listening and responding to feedback and being open-minded.

Aims and Rationale

The aim of History teaching at Beckley Church of England Primary School, is to stimulate the children’s interest, curiosity and understanding about the past. Through the curriculum pupils will gain a knowledge and understanding of Britain’s past and that of the wider world. Pupils are encouraged to reflect on how the past influences the present, what past societies were like and what beliefs and cultures influenced people’s actions. We teach children, through a range of topics, to develop a chronological framework for their knowledge of significant periods in time, events and people. Teachers will provide opportunities for children to ask questions, think critically, weigh evidence and develop perspective and judgement. Our approach to the teaching of History will provide children with opportunities:

- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To foster in children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop a knowledge of chronology within which the children can organise their understanding of the past.
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials.
- To develop historical vocabulary.

- To understand that events have a multiplicity of causes and that historical explanation is often debatable and controversial.
- To develop the skills of enquiry, investigation, analysis, evaluation and presentation.
- To ask historical questions and create their own structured accounts, including narratives and analysis.

Entitlement and Curriculum Provision

Beckley Church of England Primary School links its teaching of History to the primary National Curriculum in England. Our principal aim is to develop the children's knowledge, skills and understanding in history. We believe in whole-class teaching methods and combine these with enquiry based research activities. Working on a three year cycle means history will not always be taught and learned in a chronological sequence. Each class has a timeline displayed so that topics covered over the cycle can be placed in a chronological sequence and their relative distance from the present identified.

Early Years

History is taught in Reception within the specific area of 'Understanding the World' and is an integral part of the topic work through child-initiated and adult-led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In Reception, History makes a significant contribution to developing a child's understanding of the world and discovering the meaning of new and old in relation to their own lives.

Key Stage 1

The National Curriculum at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. 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. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Pupils should be taught about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

Key Stage 2

The National Curriculum at Key Stage 2 focuses on children developing a chronologically secure knowledge and understanding of Local, British and World history, establishing clear narratives within and across the periods they study. They study History in a variety of ways, for example from political, economic, technological and scientific, social, religious and cultural 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 can be represented and interpreted in different ways. Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo - Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations - an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Teaching and Learning

Our principal aim is to develop the children's knowledge, skills and understanding in history. We focus on helping children understand that historical events can be interpreted in different ways and that they should ask searching questions, such as 'how do we know?', about information sources.

We use a variety of teaching and learning styles for our children:

- They listen to and interact with stories from the past
- They have access to, and are able to handle artefacts
- They have access to secondary sources such as books and photographs
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives.
- Visitors talk about personal experiences of the past
- Visit sites of historical significance
- They use drama, dance and art to represent historical events
- They can use non-fiction books for research
- They are shown, or use independently, resources from the internet

Inclusion

At Beckley Church of England Primary School we provide support and resources for success and challenge at all levels. We provide equal opportunities for all learners regardless of age, gender, ethnicity, impairment, medical concerns, attainment or background.

Assessment and Attainment targets

We assess children's work in History by making informal judgements as we observe them during each history lesson. On completion of a piece of work the teacher marks the work and children receive verbal or written feedback as a means of development. Curriculum progression sheets are used at the start of each topic and are stuck in children's work books. Core knowledge, important skills and key vocabulary are planned for each topic. At the start of each topic Teacher's use diagnostic assessment to gather pupils knowledge and skills, this activity is revisited at the end of the topic to record the progression in their knowledge. Reports to parents are completed during the academic year when indicators are made to the individual's progress in this area of the curriculum.

Monitoring

History will be monitored by the History Coordinator who will be responsible for gathering samples of curriculum work and other appropriate additional evidence. History books will be monitored to ensure that the key skills are being taught.

Review

The implementation of this document will be monitored by the History Coordinator and Senior Leadership Team (SLT) and will be updated in line with new initiatives. This document will be reviewed in October 2023.