

## **History Curriculum Statement**

### **Intent**

History has always been held in high regard at Baguley Hall Primary, with the school's own rich history, within the context of the local area, being a celebrated and inspiring feature of the school. The history curriculum at Baguley Hall makes full use resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Baguley Hall is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum 2014, the curriculum at Baguley Hall aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- Begin 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.

### **Implementation**

History is taught in blocks throughout the year on a two-year cycle, so that children achieve depth in their learning. Children are taught History in key stages: KS1, LKS2 and UKS2. This ensures that all children receive a quality and focussed History curriculum. Teachers identify the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. These topics are then linked to the UNCRC, as we are a Rights Respecting School (RRS), and to Peace Mala, both of which underpin the School's ethos. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece, Egypt and the Mayans.

Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and morning English lessons enabling further contextual learning as well as links to articles in the UNCRC. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

### **Impact**

Outcomes in Topic and English books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Children review learning objectives at the end of every lesson and are actively encouraged to identify their own target areas, with support from their teachers. Children also record what they have learned comparative to their starting points at the end of every topic through thought showers and KWL tables. Through KWL tables, teachers can tailor the lesson taught to the learners in their classes each year so that new learning is ensured each year and children are involved and invested in each history lesson.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.



## **History Curriculum Statement** **British Values, Peace Mala and Rights Respecting School**

As a school, we value the diverse ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world. Underpinning all this, a range of curriculum topics which have strong links to British History. Peace Mala underpins the British Values of tolerance, individual liberty, mutual respect, rule of law and democracy, which in turn underpins the History curriculum at Baguley Hall and this is seen throughout the school at every stage of learning.

All ancient civilisations have contributed to modern society; for example, the Ancient Greeks gave us democracy; the Mayan and Egyptian civilisations contributed to modern religious theories and beliefs, as well as equipment, art and technology that was essential in underpinning the development of what Britain is today.

In Key Stage 1 British History is taught through the Great Fire of London and British transport. The children visit a local historical building. Children also study 'Marvellous Monarchy' and learn about Kings and Queens of England. Nurses are also studied including Florence Nightingale and Mary Seacole, whose influence on modern nursing is still clear and links of the creation of the NHS through mutual respect and individual liberty.

In Lower Key Stage 2 British History is taught chronologically through Years 3 to Year 6, starting with the Stone Age. Periods then studied include The Roman Empire and its impact on Britain, Britain's settlement by the Vikings and Anglo-Saxon and then their struggle for the kingdom of England.

In Upper Key Stage 2, pupils undertake an extended period of study of Britain from 1930, which includes how World War II has influenced today's society and how immigrants from the Commonwealth helped rebuild Britain and shaped it into the diverse and multi-cultural society that it is today. Children also study the Victorian era and how Britain expanded its empire in the 1800's and how the industrial revolution allowed trade to shape Britain.

Baguley Hall is a Rights Respecting School and the teaching of History allows learners to deepen their understanding of why the UN was formed, the need for global unity and gives pupils the opportunity to empathise with historical people's experiences and how their own experience may differ due to the UNCRC.

As well as the History Curriculum linking to articles in the UNCRC, whole school themes also run throughout the year on the SMSC calendar, including Black History Month in October (Article 30: Children from minority or indigenous groups), Remembrance Day in November, VE Day in May and Holocaust Memorial Day in January (Article 38: War and armed conflicts) and International Women's Day in March (Article 2: non-discrimination based on gender). These are celebrated through whole school assemblies, workshops in school and in the local area and lessons in the classroom.

### **EYFS**

Early years explore historical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and time. They are assessed according to the Development Matters Attainment targets.

### **Key Stage 1**

During Key Stage 1, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They start to 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 demonstrate a growing confidence and accuracy when using commonplace historical vocabulary. Through English and drama, children become able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Children start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented.

Children are taught to identify changes within living memory, by examining how toys and entertainment have changed within living memory and what this reveals about changes in national life. Children also investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time. As part of this focus children will study the Great Fire of London and how homes have changed over time as well as the Kings and Queens of England in the past and Present.

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We will also study the lives of significant individuals in the past who have contributed to national and international achievements; the specific individuals studied will link to and support cross curricular link; however, we plan to study Samuel Pepys, William Caxton and Tim Berners-Lee as well as Mary Seacole and Florence Nightingale.

### **Key Stage 2**

Throughout Key Stage 2, pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. This sense of understanding of chronology will be referred to throughout this Key Stage so that children become secure in their understanding of important historical events and eras, trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically-valid questions about change, cause, similarity and difference, and significance. Children will learn to select, organise, review and present relevant historical information. Children will begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated. Progression, through this Key stage, should allow pupils to understand both the long arc of development and the complexity of specific aspects of the content.

During this Key Stage, children are learning about the changes that happened in Britain from the Stone Age, through the Bronze Age to the Iron Age. They will also learn about the Roman Empire and its impact on Britain; both in the short term and to the present day. This study will be followed by an investigation of Britain's settlement by the Anglo-Saxons culminating in a study of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. We will study these periods of history in a broad chronological order, to help support children's understanding of chronology and trends over time.

We will study the impact of the World War II and the Blitz on the local community, showing how several aspects of national history are reflected in the locality. Children will also explore the Victorian Era and how it has influenced society today through the British Empire, industrialisation and trade.

In addition to this focus on British history, we will study the achievements of the earliest civilizations, giving children an overview of where and when they first appeared and also the opportunity to study in depth early civilizations such as Ancient Egypt. Once again, the specific in-depth study will be selected to ensure effective and enriching cross curriculum links.

Children's study of ancient civilisations will be extended by investigation of Ancient Greece, where children will study Greek life, the major achievements of this society and its influence on the western world. To further complement children's understanding of society, children will have the opportunity to study a non-European society that provides contrasts with British history, the Mayan civilization, as the context of this comparison.

### **Teaching and Learning**

Across the whole school, there are four key historical learning strands that the children will explore over the course of their education at Baguley Hall:

- To investigate and interpret the past.
- To build an overview of world history.
- To understand chronology.
- To communicate historically.

As pupils develop these skills in a range of contexts, so too will they develop the ability to be independent learners, using the key historical skills they have gained to analyse, question and compare sources of evidence to form their own judgements about the past. Learning from these strands helps children to foster an enthusiasm and sense of curiosity about the past, encouraging pupils in their first steps towards being life-long learners. The learning intention for each lesson is informed by the national curriculum 2014 and children are guided towards this within each lesson through the use of a success criteria. Children also have access to knowledge organisers or 'sticky knowledge mats' which provide key vocabulary that is topic specific and supports teachers in planning effective lessons and supports learners to become independent life-long learners. Teaching and learning in history are supported by a wealth of resources within school, online, in the local community, RRS, British Values and Peace Mala.

### **Assessment**



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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.
- The use of Knowledge organisers or 'sticky knowledge' is used in every lesson, so that children can guide their own learning as well as understand key vocabulary for each topic that they study.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth 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 being evidenced through the outcomes.
- Use of the 'what I know already, what I want to know and what I have learnt' (KWL) strategy throughout a unit, alongside specific and measurable learning objectives (WALT) for each lesson with child and teacher review of the agreed success criteria.

## **Equal Opportunities and Inclusion**

At Baguley Hall Primary school 'Putting children first,' is our motto and we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Peace Mala and RRS is reflected in all that we do, not just in learning but in the way that we act every day. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge. All pupils are entitled to access the geography curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility and reasonable adjustments are made when needed, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Through the use of KWL, teaching takes account of children's own interests to ensure topic relevance to all individual learners.

*'We are not makers of History. We are made by History.'* (Dr Martin Luther King Jr, 1963)

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