Belswains Primary School

History Guidelines

Intent

At Belswains we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically.

We develop children with the following essential characteristics to help them become historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- The ability to think critically about history and communicate ideas confidently to a range of audiences;
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- A respect for historical evidence and the ability to make critical use of it to support their learning;
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

Implementation

The school uses the national curriculum objectives in order to inform planning.
History lessons are then planned using Curriculum Maestro (*Cornerstones Curriculum 22*) to ensure continuity and progression.
The history projects are well sequenced to provide a coherent subject scheme that develops children's historical knowledge, skills and subject disciplines. Key aspects and concepts, such as *chronology, cause and effect, similarity and difference, significance and hierarchy*, are revisited throughout all projects and are developed over time. All projects also develop historical skills based on evidence and historical enquiry.
The choice of historical periods follows the guidance set out in the National Curriculum, with specific details relating to significant events and individuals chosen to present a rich and diverse account of British and world history.
Where there are opportunities for making meaningful connections with projects in other subjects, history projects are sequenced accordingly.

- For example, the project Dynamic Dynasties is taught alongside the art and design project Taotie to give children a better all-round understanding of ancient Chinese arts and culture.

All history projects are taught in the autumn and summer terms, with opportunities to revisit historical concepts in some of the spring term geography projects.

Early Years children engage in active learning experiences to ensure that they develop skills and knowledge that will later be useful in the study of History.

Key Stage 1
In **Year 1**, children begin the **autumn term** by studying the project Childhood. This project builds on children's past experiences, including their family history and events within living memory, and works well as an introductory project. In the **summer term**, children study the project School Days. This project enables children to learn the history of their school and compare schooling in the Victorian period.
In the **autumn term** of **Year 2**, children extend their studies to explore a broader range of periods in the project Movers and Shakers. This project explores the concept of significance and the significant people that have greatly influenced history. Within this project, we explore significant individuals from our local area.

In the **summer term**, children study the project Magnificent Monarchs. This project introduces children to the challenging concepts of power and monarchy in preparation for more complex historical topics in Key Stage 2.
The projects studied in Key Stage 1 provide numerous opportunities for children to explore significant *historical events, people and places in their locality*.

Lower Key Stage 2

In **Year 3**, children begin the **autumn term** by studying the chronology of British history in the project Through the Ages. This project teaches children about the significance of prehistoric periods and the changes in Britain from the Stone Age to the Iron Age. In the **summer term**, children continue to develop their knowledge of the chronology of British history in the project Emperors and Empires. This project teaches children about the Roman Empire, its invasion of Britain and Britain's ensuing Romanisation.
In the autumn term of **Year 4**, children resume their learning about British history in the project Invasion. This project teaches children about the Roman withdrawal and the invasion and settlement of the Anglo-Saxons and Vikings. This project concludes at 1066, which meets the guidance from the national curriculum for British history. In the **summer term** of Year 4, children begin their studies of ancient history by studying the overview project Ancient Civilisations. This project enables children to learn about the achievements of the earliest civilisations, including ancient Sumer, the Indus Valley civilisation and ancient Egypt.

Upper Key Stage 2

In the **autumn term** of **Year 5**, children continue to build their knowledge of ancient civilisations with an in-depth analysis of ancient China in the project Dynamic Dynasties. This project enables children to study the significance and influence of ancient China and its prowess and advancements in the written word, technology and metalwork. In the **summer term**, children further study ancient and world history in the project Groundbreaking Greeks. This project enables children to explore life in ancient Greece, including examining the achievements and influence of ancient Greece on the western world.

In the **autumn term** of **Year 6**, children study the topic Britain at War. This project enables children to study the role war has played in Britain's history since 1066, focusing on the First and Second World Wars as crucial turning points in British history. In the **summer term** of **Year 6**, children study the more complex historical issues of enslavement, colonialism and power in the project Maafa. In this project, children explore a range of African kingdoms, including the Kingdom of Benin, and study Britain's role in the development, perpetuation and abolition of the slave trade.

In all Key Stages, 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**. All sessions are adapted to meet the needs of the class, as necessary. Tasks are modified during the planning process, as well as during the sessions.

Impact

It is the job of the subject leader, supported by the leadership team, to monitor teaching and learning in History. The subject leader writes an Action Plan each year linked to the school's improvement plan and evidence collected from monitoring. The subject leader will carry out monitoring tasks such as lesson visits, book scrutiny and pupil voice to gain evidence of the learning taking place within classes. Staff voice/questionnaires will be used to identify training needs which can then be addressed in an appropriate way.

Assessment and Pupil Attainment

Using the planning tool (Curriculum Maestro) teachers plan and deliver appropriately pitched lessons for their classes. Teachers are constantly using formative assessment to assess whether pupils are working below age-related expectations, at age-related expectations or at greater depth. Teachers scaffold tasks as necessary for their individual children. Adults give feedback to pupils for every lesson. This may be immediate, verbal feedback in a lesson or by marking books after a lesson. Teachers use the schools marking policy when providing written feedback. From Year 2, children are given time to respond to marking and make corrections to their work if necessary.

Summative assessment is carried out during the second half of the summer term when teachers assess whether their pupils are pre-year group, working towards, meeting age-related expectations or greater depth and record this data on Arbor.

After staff have recorded their data in the summer term, the subject leader will analyse this and use this along with other evidence.

Learning Resources

In the Resources Room, resources are organised in boxes. These resources should be returned in the same condition in which they were found. Teachers need to check in good time if the resources needed are there, if new resources are required teachers need to inform the subject leader with enough time to order them.

Displays

When History is being taught, there will be a display in the classroom of the class' current topic. Displays should include key vocabulary for the topic and the mind-map which is completed at the start of the topic, assessing knowledge. This is referred to and added to regularly throughout the lessons to support learners' ability to block learning and increase space in the working memory. Displays may also include examples of the pupil's work, diagrams, picture, photos or other material appropriate to the topic.