


History at Bickerton Holy Trinity Church of England Primary School

Intent	Why? and How?	
	<p>'Life in all its Fullness' (<i>John 10:10</i>)</p>  <p>Lifelong Learners Immersive Valuing Diversity Enquiring Minds</p>	<p>Our History Curriculum offers a comprehensively planned sequence of high-quality lessons to help teachers ensure children become lifelong learners. They progressively gain a coherent knowledge and understanding of Britain's past and that of the wider world whilst simultaneously developing their substantive and disciplinary knowledge required through the National Curriculum.</p> <p>The 3-year rolling programme in EYFS and KS1 enables children to gain an awareness of the past and an understanding of time and past events in, and beyond, living memory. They also learn about significant people who have contributed to local, national and global developments to encourage the children to recognise and value diversity. We have created a bespoke 3-year rolling curriculum in EYFS, KS1 and Years 3, 4 and 5 to meet the needs of our mixed-age classes. This enables children to access an immersive and chronological approach each year with a different focus on specific substantive concepts ("golden threads"). Year 6 is taught as a stand-alone, single age year group. This allows the children to draw on their prior learning to describe connections, contrasts and trends, locally, nationally and globally, enhancing the children's knowledge and appreciation of the value of diversity.</p> <p>Our curriculum planning ensures that by the end of KS2, all children will have met the expectations of the History National Curriculum; developed enquiring minds and have secure knowledge, skills and understanding ready for transition into KS3.</p>
Implementation	How we teach History	
	<p>We have developed a bespoke three-year rolling program across EYFS/KS1 and Years 3, 4 and 5. Year 6 is taught as a stand-alone, single-age year group. This helps ensure that the history curriculum is taught to deepen pupils' historical knowledge and ensures a deep understanding of chronology.</p> <p>In EYFS/KS1, we teach each aspect of history once a year across the three-year cycle whilst simultaneously building the foundations of substantive concepts ("golden threads"). Our "golden threads" are slowly introduced to the children, mirroring the "golden threads" seen in Year 3, 4 and 5. Rooting our curriculum in substantive concepts enables the children to use and apply their knowledge in new and unfamiliar time periods as they progress through the curriculum.</p> <p>In Years 3, 4 and 5, the same time periods are taught each year with different substantive concepts ("golden threads"). In Year A these are Achievements, Inventions, Agriculture and Trade; in Year B these are Settlements, The Church, Religious Beliefs and Civilisations; and in Year C these are Power, Empire and Invasion. Separate "golden threads" have been identified for Year 6. These are Migration and Conflict. Introducing new substantive concepts in this year allows for further challenge whilst simultaneously consolidating and developing previously acquired knowledge.</p> <p>Diversity is a "golden thread" that runs throughout our curriculum in every year, in every class to encourage our children to recognise and value diversity.</p> <p>End points are identified for each year group and a progression document has been created to identify the agreed expectations in terms of substantive and disciplinary knowledge.</p> <p>In order for children to know more and remember more in each area of history studied, meta-cognition is considered and opportunities for revision of prior knowledge and historical understanding are built into every lesson. Through revision and consolidation, we help children draw on prior knowledge and make links and connections when introducing new learning. Key vocabulary is built into each unit of work. This vocabulary is included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge.</p> <p>Understanding chronology is important; our cyclical curriculum provides opportunities to embed and contextualise pupils' understanding of historical time periods and how they inter-relate. When new periods of history are studied, pupils will be shown where this sits into the wider historical timeline.</p> <p>The delivery of our history curriculum is adapted through resources or the deployment of staff to enable all pupils, including those with Special Educational Needs or</p>	

	<p>Disabilities, to engage in the same curriculum.</p> <p>Through immersive History teaching, we intend to inspire our pupils to develop a lifelong love of history, develop enquiring minds and explore how History has shaped the diverse world in which they live.</p>
Impact	<p>How we monitor standards and the impact of our History Curriculum</p>
	<p>“Bridging back” and retrieval techniques are used during every lesson to ensure that pupils are drawing on their prior knowledge and developing their understanding of new substantive knowledge and their application of disciplinary knowledge. This also identifies any knowledge gaps that need to be addressed before moving on.</p> <p>At the end of each unit, teachers make an overall judgement of the children’s attainment against the identified key knowledge endpoints. This is recorded on our assessment tracker. These judgements are informed through key questioning skills built into lessons, quizzes and summative assessments. They help identify next steps in learning where appropriate.</p> <p>The impact of using a range of resources, including display materials, is seen across the school, raising the profile of history. The learning environment in classrooms will be consistent; with historical technical vocabulary displayed, spoken and used by all learners. We want to ensure that history is loved by pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future.</p> <p>The History subject leader is given time to monitor the delivery of our history curriculum through book looks, discussions with staff and pupils and visits to lessons.</p>