

Bilton Grange Primary School

History Rationale

Through high quality teaching of History at Bilton Grange School we endeavour to teach the children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We provide carefully planned and challenging lessons that enable our pupils to ask perceptive questions, think critically, evaluate evidence and examine the arguments in order to form their own opinions.

Primary 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 that of society today.

We have a cross curricular themed approach that is knowledge rich, carefully building upon the child's previous knowledge with small sequential steps. Our approach is underpinned by the four curriculum drivers that are at the heart of everything we do.

- Collaboration
- Communication
- Creative Arts
- Community

A balance of activities will be provided to help support the learning of fundamental British values. These also support the provision for personal development and enhance children's cultural capital within the subject.

"The biggest challenge facing the great teachers and communicators of history is not to teach history itself, nor even the lessons of history, but why history matters. We know that history matters, we know that it is thrilling, absorbing, fascinating, delightful and infuriating, that it is life."

Stephen Fry, Making History

Primary History helps our pupils to build their knowledge and understanding.

Pupils will know and understand the history of Britain and see the chronological narrative from the earliest times to the present day.

They will know about significant historical aspects and events of the wider world, using concepts such as continuity, change, similarity and difference to enable them to make connections and create their own structured accounts including narratives and analyses.

They will know how methods of historical enquiry and contrasting interpretations can be used to make historical claims and will begin to express their own opinions.

Substantive and disciplinary knowledge in History

Substantive Knowledge.

Substantive knowledge in history is based on the key concepts of historical understanding of Britain's past and that of the wider world. In our history curriculum, this historical knowledge and enquiry is taught within historical contexts including key vocabulary and knowledge sentences and is progressive from EYFS to year 6, building on prior skills and demonstrating increasing proficiency and refinement.

Disciplinary Knowledge

Disciplinary knowledge in history is the process of the children interpreting some of the key historical concepts and using this knowledge to make links between other areas of the curriculum. It will enable children to apply concepts such as historical thinking, reasoning and argument to understand how people's lives have been changed and how Britain has been influenced by the wider world.

Intent

At Bilton Grange we believe that our children should learn about history in a way that engages them and makes them curious to want to find out more about the past.

Through a thematic approach it helps us to make cross-curricular links with other subjects and deepen their understanding.

EY

- Pupils will develop an awareness of the past and begin to make sense of their own life-story and family's history.
- They will develop the skills to talk about images of familiar situation in the past.
- They will learn about figures from the past through stories, songs and images.

KS1

- Pupils will develop an awareness of the past and use common words and phrases relating to the passing of time.
- They will learn about significant events and people from the past (both nationally and globally) and where they fit within a chronological framework.

KS2

- Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history.
- They will note connections, contrasts and trends over time and develop the use of historical terms.

- Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Implementation

- In EYs history is woven throughout the specific area of Understanding the World. The element of UW is planned using a medium-term planning template and a short-term provision plan. Across these documents the following aspects are identified:
 - Pre-learning discussions.
 - Details of the “wow” starter and learning “end point”
 - The learning sequence of lessons
 - Key vocabulary and questions.
 - Activities for each of the school’s 4 C’s drivers
- Within each Key Stage 1 and 2, units of work are planned using a medium term planning template which identifies:
 - Overlearning and pre-learning activities
 - Details of the “wow” starter and learning “end point”
 - Objectives to be taught – separated into substantive (red) and disciplinary (blue) content
 - Key knowledge statements (remembering sentences) to be taught in the unit
 - The learning sequence of lessons
 - Key vocabulary to be taught - separated into horizontal and vertical vocabulary
 - Activities for each of the school’s 4 C’s drivers
- Learning is planned sequentially to enable children to build upon prior learning and to acquire new knowledge over the duration of the unit.
- Lessons will be blocked to enable children to become fluent in their knowledge, allowing them time to immerse themselves in new learning.
- At the beginning of each unit of work, children will complete an over-learning recall activity to retrieve essential knowledge from the previous years topic. This should identify any gaps in knowledge, enabling the teacher to provide additional support for children who have gaps in their previously acquired essential knowledge.
- Children complete a pre-learning activity prior to the topic being taught. This identifies the essential knowledge children already know and enables teachers to provide additional support or challenge throughout the unit for individual children.
- The essential knowledge identified in each unit provides the basis of the knowledge sentences (remembering sentences) to be shared with children. These are chanted and referred to throughout each lesson, helping the children to store this knowledge in their long term memory.

- Essential knowledge and vocabulary should be displayed in the classroom and included on learning slips in children's books.
- To deepen understanding, disciplinary knowledge enables children to interpret and reason their substantive knowledge across a range of different contexts.
- Vocabulary is split into vertical and horizontal deepening. Vertical deepening enables children to learn new vocabulary within the unit, building upon previously learnt vocabulary each year. Horizontal deepening enables children to see how the vocabulary can be used in a range of different subjects and contexts.
- Within the school's 4 C's (Communication, Collaboration, Creativity, Community) a balance of activities are provided to help support the learning of fundamental British values. They also support the provision for personal development and in enhancing children's cultural capital within the subject.
- Following each unit of work, children complete the pre-learning activity containing the essential knowledge for the unit. This occurs 2 weeks, 6 weeks and 12 weeks after the unit has been completed. Recalls provide opportunities for children to recall previously learnt knowledge and for teachers to track their progress. During these sessions, any gaps in knowledge are discussed and children are supported in remembering. This is done in an appropriate, age-related way and work is then personalised to meet the needs of all groups of learners.
- We endeavour to enrich their time in school with memorable experiences where appropriate, providing opportunities that are normally out of reach (Egyptian Day, Stone Age man visit, Dinosaur visit etc)

Impact

- The pupils in Early Years reflect on their learning by looking through their learning journey's and through class discussions. The 3 R's (Recall, remember and reflect) support the children throughout the year to know more and remember more.
- Observations in Early Years support the termly assessment of pupils and end of year judgements in UW
- The 2/6/12 week recalls support the assessment of children. Results are added to tracking grids which, over the year, help to support an end of year judgement in the subject.
- A subject monitoring week is conducted every year. This ensures that the subject leader has a clear understanding of the strengths and weaknesses of how the subject is being delivered throughout the school. This monitoring week includes:
 - Learning walks
 - Book scrutiny
 - Planning scrutiny
 - Data/ assessment scrutiny
 - Interviews with children

- From this, the strengths and AFI's for the subject are developed and communicated to all staff and governors. Any immediate actions will be put into place quickly. Medium/ long term actions will be added to the School Improvement Plan.
- Work moderation within the subject is completed once a year. Teachers have the opportunity to share examples of work and check the accuracy of their teacher assessment judgements.

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