

History at Bolton-on-Swale St Mary's C of E Primary School



Aims of the National Curriculum: Our Intent

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'monarchy'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

The National Curriculum aims identify three different types of knowledge that should be developed:

- **Substantive knowledge**
- **Substantive conceptual knowledge**
- **Disciplinary knowledge**

Substantive knowledge: These are the historical events, people and the places (chronological understanding) that our children are going to learn about. Our curriculum is built around historical narrative which children will encounter (globally, nationally, regionally or locally).

Substantive concept knowledge: These are the abstract concepts that allow us to frame historical ideas and to talk about things that happen across time and not just within one context; e.g. empire, civilisation or monarchy. Children's appreciation and understanding of these ideas will be built upon as they encounter them time and time again throughout the curriculum.

Disciplinary knowledge: is knowledge which enables children to understand how historians construct knowledge by studying the past. Our curriculum will focus on the national curriculum's six disciplinary concepts identified. It is these disciplinary concepts that we should be using as the driver for questions to create true historical enquiry.

In History, we follow best research practice (Progression in History, Byrom, and Making History Count in the Primary Classroom, OFSTED) and recognise the disciplinary concepts as continuity and change, cause and consequence, similarity and difference and significance.

Cause and consequence	Continuity and Change	Similarities and Differences
Significance	Interpreting History	Historical Enquiry



Planning: Our Implementation

- At Bolton-on-Swale we use topics to form historical enquiry and to structure our planning.
- Our History curriculum is progressive- even within mixed age classes. Children are taught at an appropriate level and knowledge and prior learning are recapped. Because of the way our curriculum is structured, children gain an understanding of the local area and local history as well as core curriculum aspects.
- Units of learning have been carefully selected alongside the National Curriculum, substantive and disciplinary knowledge, Pupil Voice/Interests and the context of our school and the community around us shapes our planning and delivery.
- Learning is sequenced in small steps.
- As part of our scheme of learning, there is a clear focus on chronologically. Chronology is at the heart of all history lessons. In some classes, due to the mixed-age nature, it is not possible to teach time periods chronologically. To counteract this, teachers place an importance on developing an understanding of chronology within all history lessons – ensuring children see links and are able to compare between periods studied.
- We also plan in wider opportunities and enrichment, where children have the opportunity to visit historical places which link to our curriculum.

EYFS:

Children are provided with opportunities to explore and develop their skills in history. Learning journeys and books allow the tracking and monitoring of work.

During Reception, the children have lots of opportunities to develop their sense of the past and present, through discussions and activities which promote the acquisition of rich historical language and vocabulary.

- All children are encouraged to remember and share past events and experiences with others.
- Children have opportunities to observe, explore and discuss how life was different in the past thoroughly carefully selected half termly topics.
- Interactive and visual aids will be used throughout learning.
- The children will also learn about significant people in the past.
- Learning is linked to children's interests- possible lines of direction are followed.
- Resources, equipment will encourage independent learning.

Assessment: Our Impact

- **Live observations providing children with on the spot feedback (immediate feedback).**
•Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. High quality feedback may focus on the task, subject, and self-regulation strategies (EEF,2017).
- **Teachers will use a range of questioning to deepen understanding and assess knowledge. Providing time for children to reflect on their learning.**
- **Tracking of skills on Skill Progression Sheet within planning**
- **Data recorded termly on Sonar Pupil Progress Tracking.**
SLT and Subject leader can monitor the progress of each class.

SEND:

In order to be inclusive our SEND children follow the same blocks as their class. Adaptative teaching and planning will be utilised. Children will be supported through additional adults, different resources, collaborative peer to peer learning. SLT, History Lead and SEND coordinator to liaise with each other.

Historical Practical Enquiry Journey

EYFS-KS1: Village walk; St Mary's Church; Bowes Museum; Locomotion, Shildon, Railway Museum; Beamish Living History Museum

Year 3/4: Jorvik Viking Village; Whitby, RNLI Museum and Whitby Abbey

Year 5/6: Richmond Castle; Georgian Theatre; Eden Camp, World War II Museum; Ripon Workhouse.

