



History



Vision: 'Every child a passionately curious Historian'

Intent: What do we hope to achieve by teaching History?

During their time at Binfield C.E. Primary School (V.A.) we aim for all pupils to be curious about History and develop the characteristics needed to be a passionate Historian.

We believe that the essential characteristics of a passionately curious Historian are:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Implementation: How is History organised and taught?

The History curriculum is based upon the Early Years Foundation Stage Curriculum (2021) and the National Curriculum (2014). In YR, History is integrated within the Understanding the World area of Foundation Stage Curriculum. In Years 1-6, we have divided the History curriculum to cover a good breadth of study (what knowledge needs to be studied/what context the learning is done through) and ensure that the big ideas and



skills that need to be taught are repeated and built upon over time so that the learning is progressively deepened.

In KS1, we begin to build strong foundations for our ambitious whole-school History curriculum so that pupils build knowledge both sequentially and cumulatively. We start by focusing on topics that children can relate to, such as The Great Fire of London in Year 1 and The King's Coronation in Year 2. Each year group also studies a historical figure; Year 1 study Samuel Pepys linked to their Great Fire of London topic and Year 2 study Florence Nightingale and Mary Seacole.

A wide and varied range of History is taught in KS2, with a focus on developing disciplinary knowledge and answering subject-specific questions. Children have the opportunity to revisit content from previous topics. In Year 3, children study Ancient Egypt and The Stone Age to Iron Age; in Year 4, children look at Romans and Ancient Mayans; in Year 5, children explore Ancient Greece and then Anglo Saxons and Vikings and finally in Year 6, children study World War 2 and Women in History.

We have many exciting resources for children to explore to really bring History alive. History is taught in termly blocks and often alternates with Geography. Children are provided with subject relevant knowledge planners and vocabulary lists.

In addition to taught History lessons in class, there is the opportunity to enhance children's learning with extracurricular trips and workshops. We have a variety of visiting workshops such as Florence Nightingale and Ancient Egypt. Trips include visits to Windsor Castle, a Roman themed Residential to Upton Court and a visit to a WW2 RAF bunker. We feel that the children gain valuable knowledge and experience from these extracurricular activities.

There is a termly 'Sharing assembly' where each year group can choose to share some of their History learning for the term to their parents and the school. Twitter, the school website and newsletters are regularly updated with some of our exciting learning.

SMSC is integral within the History curriculum. Spiritual Education in History is to ensure the lessons are exciting. We aim for the 'awe and wonder' and 'wow' moments occurring as pupils are exposed to a range of Historical events from around the world. As they explore and immerse themselves in the exciting events taught in History lessons, children are encouraged to ask questions and use resources to help answer these questions. We believe that History is an incredibly exciting subject that can really be brought to life with excellent resources and technology to inspire.

Moral education in History is evident when children are encouraged to critically think about the moral of Historic events such as 'Were the Romans right to invade Britain?'. Children can explore, reason and explain their thoughts behind the morals studied.

Social education occurs in History teaching with the use of partner talk. Children have to learn to co-operate and work as a team in order to produce a group outcome. This could be a presentation or a collaborative piece of work. This way of learning and collaborating enables children to extend their oracy skills, articulate their own ideas and develop their understanding.

Cultural education is vastly covered in History. Children learn about the social, cultural and religious views of the past. They learn what life was like for men, woman and children, what type of jobs they would have had, their beliefs and where and how they would have lived.

'Power Tools for Learning'

'Power Tools for Learning' are at the heart of our school's curriculum and we are a recognised 'Advanced Thinking School' (Exeter University). 'Power Tools' are a range of skills, attributes and tools taught from Year R upwards, which support pupils in becoming more independent thinkers and learners. They include: De Bono's Thinking Hats, Hyerle's Thinking Maps, Claxton's Learning Muscles. Furthermore, within our curriculum, Bloom's Taxonomy (a model/hierarchy of thinking which starts at a simple level and becomes more complex) is integral, ensuring that deeper thinking and learning is required as pupils advance through each stage of learning.



Together, these support staff in ensuring that suitable cognitive challenges are integrated across the curriculum and that pupils are equipped with the skills to learn independently, beyond school. We aim to ensure that all pupils are well prepared for the next stage of their educational careers by the time they leave us in Year 6.

Impact: What difference does it make and how do we know?

In determining the impact of the History curriculum, we are essentially asking the question, 'How well have pupils developed the essential characteristics of a Historian (as defined above in our **Intent**)?'

We use 2 main methods to determine this: 1. Assessment (quantitative) and 2. Feedback from the pupils, their parents and other stakeholders (qualitative).

Assessment

At Binfield C.E. Primary School (VA), we assess YR pupils using the EYFS 'Development Matters Framework'. For Years 1-6, we use our own 'bespoke assessment' based on a 'best fit' model of what a typical child should achieve in each subject area. Assessment is an ongoing process and is used whilst teaching to support pupil learning - revising and revisiting knowledge as necessary, ensuring that pupils 'keep up' rather than 'catch up'. Enquiry questions are used as a tool at the beginning of a unit to inform staff and pupils of the intended learning and are answered at the end as a way of assessing learning.

A summative assessment is made for each child against the typical/expected standard and a determination made as to whether they have met the standard or not is recorded on the school's tracking system.

In YR, pupils are assessed using on-going observation and questioning from staff. Evidence is used to build up a picture of the child's achievements and level of independence over time and summative assessments are made each term. At the end of YR, a determination is made as to whether the child has met the Early Learning Goal.

Feedback

We also value the feedback from the pupils themselves and from other stakeholders. These are captured informally (during lessons, after concerts/performances) but also more formally too e.g. through questionnaires, and comments submitted to the school.



This is what some of our stakeholder's say:

The Ancient Egyptian workshop was so much fun. Especially when they mummified the Pharaoh.
Y3 pupil.

I absolutely loved Windsor Castle! The doll's house had lights that lit up.

Year 2 pupil

My favourite part of the residential was the banquet on the last night. It was so much fun. Y4 pupil.

My son absolutely loved his 2-night residential at Ufton Court. He learnt so much and consequently so did the rest of the family upon his return.
Y4 Parent.

It was really good to see what the Ancient Greeks used when they were alive and what life was like in those times.

Year 5 pupil

The trip to the WW2 bunker was really interesting and brought our learning to life.

Year 6 pupil