

Bierton CE Combined School and Nursery



History Policy

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven'

Matthew 5:16

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Our Vision

At Bierton Church of England Combined School, we want to develop children as citizens who make a difference to themselves; their peers and their community. We are all different; we are all unique; we all have strengths. We want our children to find their light and let it shine; and let God and ourselves be proud of who they are.

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven' Matthew 5:16

Rationale

We believe that it is in studying and understanding life and events in the past that we can come to an understanding of life in the present, and what we may be preparing for the future. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. 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 within modern Britain.

Research shows that substantive (historical events, eras, places, dates and figures) and disciplinary (how a historical enquiry is carried out) knowledge are equally important and mutually beneficial. An effective curriculum requires both strands to be explicitly taught. An effective curriculum identifies and develops understanding of key concepts such as 'empire', 'war', 'civilisation' and 'religion' through repeated exposure to meaningful examples from a range of historical contexts.

Pupils should be taught a generative knowledge so all knowledge is a building block for further learning and deeper understanding. Teaching should develop a mental timeline which they can use to understand the characteristics of time periods and how they relate to each other. An effective curriculum builds in opportunities to learn about how historians study sources to create accounts of the past. A curriculum should be broad and balanced; it should be reflective of the pupil in the school whilst building their knowledge beyond what is familiar in their everyday experiences. Learning should make use of narratives both fictional and non-fiction and can be used to identify disparities between individual experience and historians' generalisations. History should not be reduced to core facts that are memorised; the contextual knowledge is very important and can provide an access point for learners who might find the bare facts too abstract.

Key Principles

- To stimulate interest in the past and encourage speculation and questioning.
- To help pupils come to an understanding of the nature of the society in which we live in the context of past social and political developments.
- To foster a sense of identity and an increased understanding of pupils' own positions in their own community and the world.

Curriculum Intent

At Bierton, our main goal is for pupils to develop a deep knowledge and understanding of the history and heritage of our local community, country and the wider world. Through coherently planned sequences of lessons, we want to ensure that pupils progressively cover the skills and concepts required in the National Curriculum. We aim to develop children's understanding of substantive concepts, which are revisited throughout different units. Historical enquiry skills are built upon progressively throughout the units and include: historical interpretations; historical investigations; chronological understanding; knowledge and understanding of events and people in the past; presenting, organising and communicating; and historical vocabulary. In addition to this, progression of disciplinary concepts are also woven into units and include: continuity and change; cause and consequence; similarities and differences; and historical significance.

We want to ensure that learning is engaging and actively promotes an understanding of key historical events, covering both knowledge and skills. We aim to inspire children's curiosity through a broad, exciting and diverse humanities curriculum based on enquiry and exploration. This encourages them to become independent, lifelong learners and to promote the enquiry of local, national and global issues.

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

The National Curriculum for history aims to ensure that all pupils by the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study.

Early years will be following the framework through their 'Understanding the world' topic by:

- Ask simple how and why questions about their own lives and the world around them.
- Talk about the past and present in their own lives
- Compare and contrast characters from stories, including figures from the past

Key Stage 1 pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally

- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- significant historical events, people and places in their own locality

Key Stage 2 pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the 2 following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

The coverage of history in KS1, enables children to acquire an understanding of time, events and people within their own living memory as well as their parents' and grandparents' memories. For KS1, children need to be given the opportunity to really grasp the difficult concept of the passing of time. Therefore, in Y1, children will start with a unit that links to the end of their learning in EYFS – dinosaurs. By looking at Mary Anning and her work with dinosaur fossils, children can start to recognise the differences between pre-historic times and the more modern past; helping with the understanding of the passing of time. As they move into Y2, they will look at units that follow on from that period of time including more recent history.

In KS2, the intent is that children work in chronological order from Y3 to Y6 on the core British history study units taken from the National Curriculum, starting with 'Stone Age to Iron Age' in Y3 and then progressing onto more modern history in Y5 with the 'Victorian Britain. This will be repeated for ancient history, starting with 'Ancient Egyptians' in Y3, moving on to 'The Romans' in Y4; 'Maya Civilisation' in Y5 and finally 'Scots to Anglo-Saxons to Vikings' and 'Ancient Greeks' in Y6. The aim is for children to truly develop and embed a sense of time; understand how civilisations were interconnected and to be exposed to a diverse range of history topics. Pupils gain knowledge in understanding Britain's past and its links to the present day. Where possible, units are planned to include strong, rich historical links to our local area with planned opportunities for learning outside of the classroom, including trips and visitors, maximising the use of our surroundings and local area.

We encourage fascination about the world and its people, ensuring that an understanding of diversity is further embedded by studying significant individuals and events that have shaped our world throughout the year groups - helping to promote children's aspirations for themselves. We intend to inspire all children to excel and 'let their light shine' in history and adapt our teaching and learning to suit their needs. We have incorporated units into KS1 with a focus on inspiring women in non-

traditional roles such as Mary Anning (palaeontologist) and Amy Johnson (pilot) alongside units on significant women for their times (Mary Seacole and Florence Nightingale). Building upon this, the 'Explorers' unit in Year 4, extends the diversity of significant individuals, incorporating both past and modern explorers, who have come experienced various forms prejudice such as racism and sexism. This is rounded off with the Year 5 unit on 'Black and British'. This long-term thematic study consolidates pupils' chronological grasp of the long arc of 2000 years, it also allows them to experience periods they would not otherwise have studied. These include: the Tudors; 17th and 18th centuries; and post World War Two Britain. There is an even stronger reason for studying this topic now against the backdrop of Black Lives Matter and media coverage of race-related issues. It is essential that pupils build a well-informed appreciation of the issues concerning race, using their knowledge of changing attitudes to Black people in Britain. Key concepts will be experienced, as a good preparation for KS3. These include: empire; migration; exploration; exploitation, slavery trade, discrimination and intermarriage.

Procedure and Lesson Organisation :

In the Foundation Stage children will study history as part of the Early Learning Goal for Knowledge and Understanding of the World. They will undertake practical, skill-based activities that will support their understanding of the world, beginning with their own experiences, and moving backwards in time to look at life as their parents and grandparents knew it.

Pupils need to develop both substantive and disciplinary concepts as they progress through the curriculum. Children's understanding of substantive concepts are developed and are revisited throughout different units. In addition to this, progression of disciplinary concepts are also woven into units and include: continuity and change; cause and consequence; similarities and differences; and historical significance. Secure substantive knowledge supports the learning of disciplinary knowledge and the acquisition of further knowledge. Historical enquiry skills enable both substantive and disciplinary thinking to be developed simultaneously. Historical enquiry skills are built upon progressively throughout the units and include: historical interpretations; historical investigations; chronological understanding; knowledge and understanding of events and people in the past; presenting, organising and communicating; and historical vocabulary.

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. Lessons all have clear learning questions, which are shared with and understood by the children. They are at all times aware of what they are going to learn through the activity, and what skills the teacher is looking for in their learning. The school subscribe to 'Key stage History', where lesson plans and resources are provided, and teachers adapt these to meet the needs of their class.

The study of history will follow the National Curriculum for history for Key Stage One and Key Stage Two. In order to implement this, pupils will study the everyday life and culture of people in the past and make comparisons with their own lives and experiences. They will compare a range of historical events to gain knowledge of change and the evolution of life styles and thus will develop an understanding of chronology.

Pupils will recognise that some things change and others remain the same and will be made aware that historical events often have more than one cause and consequence.

Using the Keystage History scheme, lessons use historical enquiry skills to develop substantive and disciplinary thinking. There is a focus on information gathering, thinking creatively, enquiry, reasoning and, evaluating. A lesson will contain different stages from the following ideas:

Stage 1: Hooking them in (where pupils are motivated by some sort of hook)

Stage 2: Gathering information (pupils are engaged in imaginative ways of finding new information)

Stage 3: Processing the information (pupils start to organise the information they have found)

Stage 4: Making meaning (pupils apply their newly found information to a specific question so that they transform knowledge into understanding; They are given opportunities to show how they are thinking and what their views are).

Stage 5: Refined thinking (pupils need to re-think and improve on some of their early ideas in light of new information fed in and also need to think how they are going to communicate their understanding, If pupils are to write an explanatory account, it is important that they see how one has been successfully constructed, either by a textbook or by another pupil).

Stage 6: Producing the final product (This is not always required to be substantial written work but make what the pupils do of real value; give opportunities for pupils to communicate their understanding by offering them a choice of imaginative products).

A variety of teaching and learning styles are used in our history lessons. Visual, audio and kinetic learning enhances pupils' research and enquiry. Whole-class teaching methods combine with enquiry-based group work for research and practical activities. Visits are made to local areas of relevant historical interest, and to places further afield.

Teachers incorporate individual, pair, class and group work into lessons. Pupils are taught through discussion, practical activity, games, investigations, problem solving and recording. They use IT for research and/or recording whenever it is felt appropriate and beneficial. The teaching style and methods are varied according to the subject matter and the pupils being taught.

Pupils use a variety of data to support their learning, such as maps, books, pictures, first and second-hand evidence, photographs, and IT. Pupils take part in role-play and discussions, and they report findings to the rest of the class. They engage in a wide variety of research activities

Planning and Lesson Structure:

Curriculum planning in history consists of three types; **long-term**, over one school year; **medium-term**, over one term; and **short-term**, weekly.

Our **long-term** plan maps the history units studied by each year during each key stage. It is developed by the Humanities team in consultation with the teachers in each year group and is closely aligned with the requirements of the National Curriculum in history.

Long – Term History Curriculum Plan 2024-2025

Global Neighbours	Geography	History					
Australia	Nursery	All about me Homes - different places we live	The Night Sky	Our diverse World Cultures and food	Exploring our world Protecting our world	The Great Outdoors Environments around the world	Let the adventure begin Trips and holidays Travel and transport
	Reception	All about me Personal history - my family	The night Sky Gunpowder plot	Our diverse World Environment - Different cultures of the world	Exploring our word Protecting our world	The Great Outdoors Growth in the environment	Let the adventure begin Journeys and destination

					GN Link - protect the environment		
Asia (China)	Year 1	Significant individual: Mary Anning	Significant events in British history: Guy Fawkes & the Gun powder plot	Bierton Fieldwork: School and immediate surroundings	The UK Fieldwork: Virtual fieldwork on Malham (rural) THE UK KS1 on Oddizzi	Blue Planet OCEANS & CONTINENTS on Oddizzi	Explorers & significant individual: Amy Johnson (Trip)
Africa (Zambia)	Year 2	Local history: Ludwig Guttman (Para-Olympic sports for wounded soldiers WW1)	Local & British history: Remembrance (links to local memorial at Bierton church)	Contrasting Locality: Zambia Fieldwork: Houses in Bierton & cooking in forest CONTRASTING LOCALITY: ZAMBIA on Oddizzi GN Link - Exploring other communities	Significant events in British history: Great fire of London	Significant individuals & Local history: Florence Nightingale and Mary Seacole (Local trip to Claydon House)	Hot & Cold places Fieldwork: Climate comparison to the cold places HOT & COLD PLACES on Oddizzi GN Link - protect the environment
North America (USA)	Year 3	Pre-historic: Stone Age - Bronze Age (Work shop day)	Climate Zones Fieldwork: Climate comparison to the tropics CLIMATE ZONES on Oddizzi GN Link - protect the environment	Ancient civilisations & significant individuals: Ancient Egyptians	Bierton Fieldwork: Bierton as a village Traffic survey		North America Fieldwork: TBC NORTH AMERICA on Oddizzi GN Link - Exploring other communities
South America (Brazil)	Year 4	Wonderful Water Fieldwork: Local area water walk & Cassiobury Park canal/river	South America Fieldwork: Paper usage in school & impact on Brazil. RIO, SOUTH EAST BRAZIL & THE AMAZON BASIN on Oddizzi GN Link - exploring other communities	Explorers, significant individuals & diversity Explorers Christopher Columbus, Ibn Battuta, modern explorers	Antarctica - 2041 treaty Fieldwork: Virtual fieldwork on Antarctica ANTARCTICA on Oddizzi GN Link - protect the environment	Ancient civilisations & Local history: Romans	

South America (Mexico / Guatemala)	Year 5	<p>Volcanoes & earthquakes</p> <p>Fieldwork: Best place in school to take shelter</p> <p>VOLCANOES & EARTHQUAKES on Oddizzi</p>	<p><i>Ancient civilisations:</i></p> <p>Maya</p>	<p>Mountains</p> <p>Fieldwork: Coombe Hill (local area); Virtual fieldwork on climbing Mount Everest</p> <p>MOUNTAINS on Oddizzi</p>	<p><i>British history & diversity</i></p> <p>Black & British</p> <p>(Change over the last 300 years)</p> <p><i>GN Link - Social issues</i></p>	<p><i>Significant events in British history & local history:</i></p> <p>The Industrial Revolution and the Victorians (period of rapid change)</p>
Europe (Greece)	Year 6	<p><i>Significant events in British history & local history:</i></p> <p>Scots to Anglo-Saxons to Vikings</p>	<p><i>Ancient civilisations:</i></p> <p>Ancient Greeks</p>	<p>European region comparison: Greece and the Mediterranean</p> <p>Fieldwork: TBC</p> <p>GREECE on Oddizzi</p> <p><i>GN Link - Explore other communities</i></p>	<p>The UK and Bierton</p> <p>Fieldwork: Land use of Bierton/Aylesbury using Kingsbrook new development as sustainable living.</p>	

Our **medium-term** plans give details of the work covered by the individual class for each term. These are specific to each class and the teachers identify the skills needed by their pupils and plan activities to address the needs of the class. Monitoring and evaluation ensure that pupils have complete coverage of the National Curriculum in history.

Short term planning details the lessons taught over one or two weeks. These identify specific learning objectives for the class and for each group.

Progression, monitoring and assessment:

History provision is monitored by the Humanities team. They examine pupils' work and monitor classroom practice and curriculum planning. They also ensure all members of staff have appropriate training to enable them to deliver the curriculum to the expected standard of excellence.

The Humanities team will keep a portfolio of evidence. This will include samples of children's work; evaluative judgments based on individual objectives; photographs etc.

The Humanities team receives training from other providers to support them in their role of coordinator. The Humanities team meets with the Head teacher to review history provision in the school in line with the general curriculum review. The humanities team have subscribed to the Historical Association where training can be accessed. Termly in house CPD is conducted in staff meetings where any updates, changes and ideas can be shared with the rest of the teaching staff.

Teachers assess pupils on a half-termly basis or at the end of a unit which are passed onto the Humanities team. These assessments inform the teacher of the pupil's current achievements and guide the teacher in planning the pupil's future learning. The Humanities team also analyse the data to track progress of knowledge across the school and use this to have an impact on teaching and learning.

Achievement for All:

We recognise the fact that there are pupils of widely different abilities in all classes and we use a variety of methods to ensure suitable learning opportunities for all pupils, by matching the challenge of the task to the ability of the pupil. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, with children completing as much as they can
- grouping pupils by ability and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the pupil;
- using classroom assistants to support the work of individual pupils or groups of pupils.
- giving additional teacher input to some pupils when needed.

For pupils on the SEN register, support is given according to our SEN policy.

Parental Involvement:

Parents are kept informed of the history and geography units that are being taught in school via the whole school and year group newsletters so that they are able to discuss key concepts and support their children's learning

The Subject Leader:

It is the Humanities team's role to keep up to date with the latest developments in the history National Curriculum and to ensure, through staff training and monitoring of pupil's work, that geography is being taught and assessed in line with school policy.