

# HISTORY

## INTENT

At Beech Grove Primary, we have selected key periods of history which are rich and engaging, inspiring children’s curiosity to know more about the past, whilst developing a rigorous knowledge and understanding of the point in time. All objectives in the National Curriculum are covered. By teaching British, local and world history children will understand the importance of perspective, recognising a range of values and views and how our knowledge of the past is constructed from a range of sources. Children will develop a knowledge of chronology within which they can organise their understanding of the past. We want our children to think critically, question and challenge sources, opinions and information and so teach children ‘disciplinary knowledge’ which enables children to think like an historian. Our curriculum has been carefully designed to include key conceptual vocabulary such as *empire, civilisation and justice*. These important substantive concepts in History are readily transferable to new contexts and greatly aid pupils in developing new historical knowledge. By teaching conceptual vocabulary, chronological and disciplinary knowledge, we are preparing children for their secondary school curriculum which continues to build on this framework of knowledge.



Our curriculum includes the lives of significant individuals in the past, who have been carefully selected from diverse backgrounds, to inspire our children. We also focus on social equality and injustice in KS2 history, reinforcing our next-door neighbour qualities of respect and tolerance. By doing so, we aim for our children to take responsibility and make the best of life choices learning from the past.

<b>Key Figures</b>	<b>Y1</b>	<b>Y3</b>	<b>Y5</b>	<b>Y6</b>	
	Florence Nightingale Francis Beaufort Neil Armstrong Tim Peake	John Vaughan Henry Bolckow Mary Anning	The Water Boy Howard Carter Tutankhamun Galileo Isaac Newton Catherine Johnson King Richard Cleopatra Henry Bolckow	Robert Falcon Scott Queen Victoria Florence Nightingale Sir Tim Burners-Lee Ada Lovelace Alan Turing Dr Barnardo William Wilburforce Mary Anning Charles Darwin Anne Frank Princess Sophia Duleep Singh	
	<b>Y2</b>	<b>Y4</b>			
	Captain Cook Neil Armstrong Guy Fawkes	Boudicca / Cassius Dio Julius Caesar The Venerable Bede King Alfred the Great			

Our children’s historical learning is often supported by the reading/viewing of historical fiction. This further encourages vocabulary development and helps children put their learning in context as they view the time period through a character in a story’s eyes.

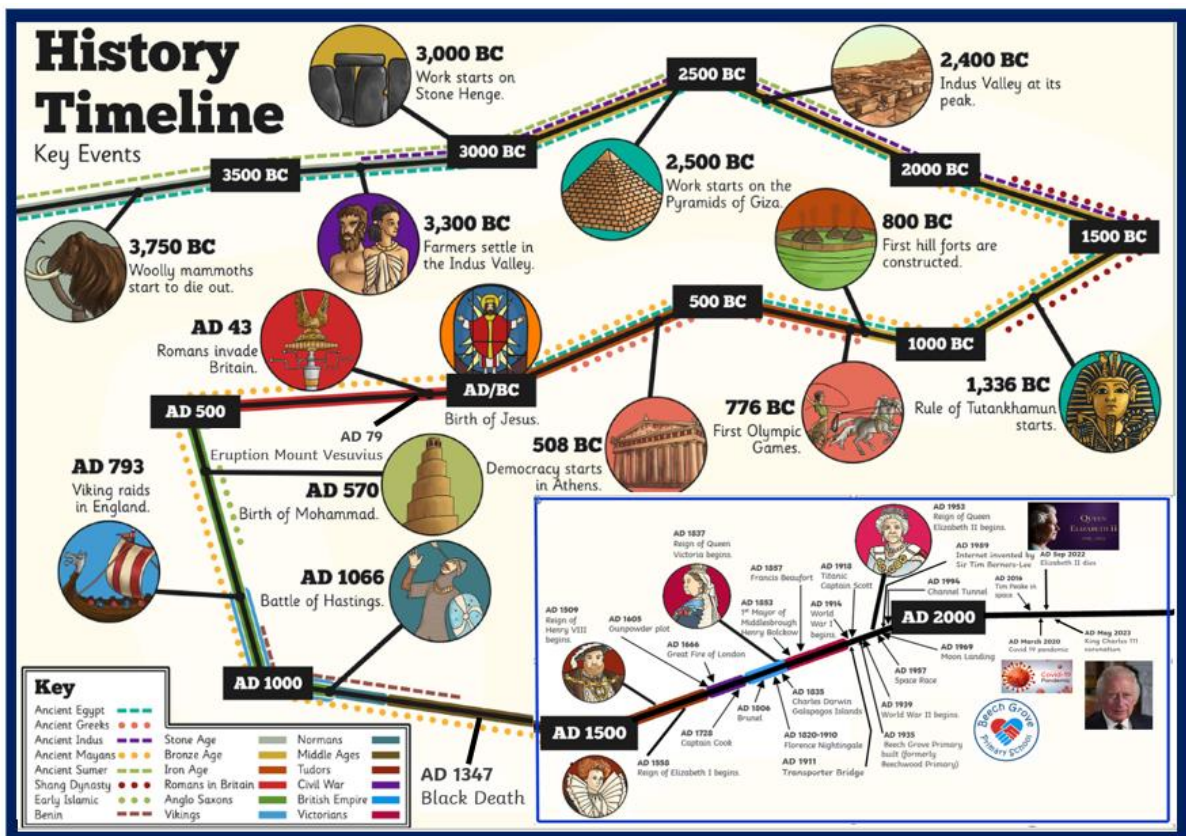
Historical fiction/films to support the curriculum



## IMPLEMENTATION

We begin every history topic by recording what the children already know and what they would like to find out. This guides the lesson’s starting point and future plans for learning are adapted to address the curiosity of the children by answering their questions. Children are also introduced to key vocabulary for the topic which they will learn and revisit in the following lessons.

To aid understanding of where the people and events they study fit within a chronological framework children are directed to a ‘Beech Grove History Timeline’ at the front of their topic books. This bespoke timeline includes all time periods studied in their journey through school and highlights other relevant dates such as when Beech Grove Primary was built. It helps children understand the difference between relatively recent history and more ancient times by placing their learning in context of previous knowledge.



Knowledge organisers contain the core knowledge that we ensure the children will acquire over the course of the topic. The children regularly revisit these in lessons embedding key concepts in long-term memory. Knowledge organisers, at KS2, are used as a text for guided reading lessons. By meeting the same knowledge in a different context, pupils will know more and remember more. To ensure that the children further retain this knowledge, core knowledge and vocabulary are returned to as part of a memory cycle at the start of a lesson.

At the end of a topic, children will reflect on their learning and complete multiple-choice quizzes to monitor children's knowledge and understanding of concepts taught. The quizzes include core knowledge they have learned previously as part of a memory cycle. In addition, pupils complete an extended piece of writing, which enables them to synthesise what they have learned, and demonstrate their understanding of conceptual vocabulary where appropriate.

### **IMPACT**

Children will know more and remember more about our past. They will have developed good foundational, disciplinary and conceptual knowledge, which will facilitate learning at the next stage of their education. Children will have a greater sense of period and time and understand how an historian represents the past. By interpreting and learning from the past, children will develop a sense of responsibility in their present and in their future to be tolerant and respectful.