



## History at Bishop's Castle Primary School

### Our Curriculum Drivers at Bishop's Castle Primary School

Confident  
Communicator

Widening Horizons

Growth Mindset

Healthy Body  
Healthy Mind

### Our Core Values

Ready

Respectful

Safe

We have devised four drivers that run through our school curriculum. They are tailored to our pupil's specific needs and take account of the opportunities and challenges in the context of our school community and our pupils' lives.

### What History looks like in our school:

- ❖ Opportunities to inspire children's curiosity about the past
- ❖ A variety of activities to provide children with the opportunity to explore what happened in the past, encouraging them to think about why these events happened, and more importantly, what we can learn from them
- ❖ Children working individually, in pairs and groups to develop key historical skills focusing on chronology, knowledge and understanding, historical interpretation, historical enquiry and organising and communicating their findings
- ❖ Historical topics to provide children with a coherent knowledge of Britain's history and that of the wider world

### This is our philosophy:

- ❖ Children learning through exploration and enquiry
- ❖ Children exploring how people lived in the past; looking for similarities and differences between different historical periods
- ❖ Children learning about the past and thinking about the effect it has had and considering how it shapes the world we live in today
- ❖ To provide children with a chronological awareness

This is the knowledge and understanding gained at each stage:

### By the end of EYFS pupils will:

- ❖ Have had an opportunity to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment.

### By the end of Key Stage 1 pupils will:

- ❖ 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.

### By the end of Key Stage 2 pupils will:

- ❖ Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- ❖ They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- ❖ They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- ❖ They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- ❖ They should understand how our knowledge of the past is constructed from a range of sources.

### This is how it works:

- ❖ Lessons are planned based upon the Quigley milestones. Children are given opportunities to develop their historical understanding through this themed approach.
- ❖ The children will then progress with their knowledge and application of vocabulary as they move up throughout the year groups.
- ❖ The skills are covered through carefully chosen topics that will enable the children to develop and use that skill. Time periods are covered and taught through repetition across year groups to help ensure knowledge and understanding of chronology.
- ❖ By the time the children leave Year 6, they will have covered a wide range of historical skills and topics to really get the children engaged and enjoy their learning.
- ❖ There may be a 'hook' to start the topic.
- ❖ All children at Bishop's Castle Primary School will get the opportunity to go on various trips to develop local, regional and global historical experiences.
- ❖ Links with other areas of the curriculum are embraced to provide a more meaningful learning experience.
- ❖ Lessons may be taught discreetly or as a block of lessons.
- ❖ Each half term an extended piece of writing is completed based on the current topic being taught.

### This is what adults do:

- ❖ Plan exciting progressive lessons which build on prior knowledge based on teaching a mixture of geographical skills and knowledge.
- ❖ Regular book scrutiny, pupil perceptions and planning audits.
- ❖ Whole school professional development is offered to all teaching staff.
- ❖ Create a learning environment that stimulates children's interest in the period studied using artefacts, books, photographs and sources.
- ❖ Opportunities for parents/grandparents to come in and share their experiences. Opportunities for children to use their local environment to commemorate historically influenced occasions

### This is how we support:

- ❖ Work will be differentiated so that all children are able to meet the learning objective.
- ❖ Small group/1:1 adult support given where required.
- ❖ We use teacher and self-assessment to quickly identify any child who requires additional support in specific areas. These pupils will then receive additional support or resources to use.

### This is how we challenge:

- ❖ Lessons will be differentiated wherever possible.
- ❖ Additional activities to stretch the learning within the lesson.
- ❖ Deeper thinking opportunities will be given to help identify greater depth historians.

### This is how ensure all children can access the curriculum:

- ❖ Children who have SEN or EAL needs are taught key vocabulary prior to/at the start of the topic.
- ❖ Knowledge organisers are shared
- ❖ By providing visual/practical prompts.
- ❖ Teaching lessons using a range of different techniques to appeal to different learning styles e.g. videos, drama, artefacts, texts etc

### This is what you might typically see:

- ❖ A 'hook' to get the children inspired (such as mystery packages to explore, treasure hunts even planned invasions!) followed by a way to showcase or round up their topic
- ❖ Engaged learners
- ❖ Children posing questions for research
- ❖ Children interpreting and reflecting on historical events making comparisons between different events
- ❖ Children exploring and handling artefacts
- ❖ Recounts of key events
- ❖ Children exploring different sources to help learn about what life was like and why people lived in the way that they did
- ❖ Trips or visitors coming into school to provide children with an insight into a particular event or era

### This is how we know how well our pupils are doing:

- ❖ Lessons are planned based on historical skills which are specific for each year group.
- ❖ Marking and feedback by teacher and peers.
- ❖ Photographic and video evidence.
- ❖ There might be displays of work in classes.
- ❖ At the end of each half term, skills are highlighted according to whether a child has demonstrated that they have met a skill.
- ❖ Assessment tracked at two points throughout the year and entered onto our assessment tracking system.
- ❖ Book scrutiny, pupil perceptions and planning audits.

### This is the impact of the teaching:

- ❖ Children who enjoy history.
- ❖ Inquisitive learners.
- ❖ Reflective learners.
- ❖ Children who are able to demonstrate a variety of historical skills and understanding. Children who are prepared to share what they've learnt in a variety of ways through using different medias.
- ❖ Children who are passionate about history and ask questions to reason why.
- ❖ Children who use acquired vocabulary within lessons.
- ❖ Children will be ready for the next stage in their education. Pupils with SEND will achieve the best possible outcomes.
- ❖ Children who can name significant individuals to their topic and explain their importance.

## What is Cultural Capital?

Cultural capital can be defined as powerful knowledge. Knowledge that is one of the key ingredients a child will draw upon to be successful in society, their career, and the world of work. Cultural capital gives a child power. It helps them achieve goals, become successful, and rise the social ladder without necessarily having wealth or financial capital.

## Powerful knowledge in History

- ❖ A rich and vibrant history curriculum which is ambitious for all learners.
- ❖ Opportunities to explore artefacts from a specific period of history.
- ❖ Learning about and celebrating historical events such as Bonfire Night and St. George's Day
- ❖ We develop the essential knowledge, skills and understanding which are the building blocks for later life
- ❖ We ensure that all children develop the ability to think logically and clearly and can communicate this using historical language
- ❖ Children will be taught about famous historians and their importance on society and how they have affected the world
- ❖ We foster a fascination and enthusiasm with the subject through practical activity, exploration, and discussion
- ❖ Make links and compare historical eras and ideas to modern Britain

## SMSC links in History at Bishop's Castle Primary School

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. In History at Bishop's Castle Primary School, links to SMSC are made across the History curriculum and lessons, to create a child-centred approach to learning History's knowledge and skills.

### Spiritual

- ❖ The study of History involves a sense of curiosity and the mystery of how and why events in the past happened.
- ❖ It also raises questions as to what could have happened if events resulted in different outcomes. Artefacts are used to give children a sense of the past and aid children in understanding the people who produced and used these objects.
- ❖ Children are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in.
- ❖ Children also reflect upon different interpretations of the past and how these interpretations have been arrived at.

### Moral

- ❖ Within the classroom, we encourage respect and reward good behaviour
- ❖ We value listening to others' views and opinions on problem solving
- ❖ We promote discussion and challenge assumptions, supporting pupils to question information and data that they are presented with
- ❖ It is acceptable to make mistakes as long as the correct methodology to obtain the otherwise correct answers is then learned and remembered
- ❖ Children will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions.
- ❖ Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.

### Social

- ❖ We encourage collaborative learning in the classroom – in the form of listening and learning from each other as well as paired discussion / working partners
- ❖ We help pupils develop their historical voice and powers of logic, reasoning, and explanation by offering explanations to each other
- ❖ We seek out events and team challenges for increased pupil involvement
- ❖ They will examine how other cultures have had a major impact on the development of 'British' culture.
- ❖ The study of social issues is a common theme in History lessons.

### Culture

- ❖ Children will study, and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds.
- ❖ They will examine how other cultures have had a major impact on the development of 'British' culture.
- ❖ Children develop a better understanding of our multicultural society through studying links between local, British, European and world History.

