



# Thomas Bullock Primary Academy

## History



***“The more you know about the past, the better prepared you are for the future.” Theodore Roosevelt***

### **Subject Vision and Values:**

History lessons will give pupils an understanding of the past through learning about significant periods in history both locally and globally and the people associated with these times. A range of sources will be investigated such as pictures, writing and artefacts and pupils will be encouraged to ask and answer questions about the past as well as considering the reliability of different sources. A sense of chronology will be developed through the study of a range of topics during their time at the school. The children's life experiences will be broadened through a range of trips and visitors to the school. Children will develop skills which can be used in other lessons such as questioning, curiosity, research and discussion.

### **The aims and objectives of History are in line with the National Curriculum and enable children:**

- 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;
- 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-term and long-term timescales.

### **Intent:**

History lessons are delivered as part of the curriculum offer. Objectives for lessons are underpinned by the National Curriculum. History lessons are well structured and sequenced to ensure there is progression from EYFS right up to upper KS2.

History teaching focuses on enabling children to think as historians and to develop and encourage a curiosity about the past and its impact on the modern day. We place emphasis on examining a range of sources (including artefacts). Teachers are encouraged to include a trip to a site of historical significance and to invite visitors in to share their experiences or knowledge of the past. We recognise and value the importance of stories in history and regard this as an important way of stimulating interest in the past. Children are encouraged to consider the different ways that historical events can be interpreted and to ask questions about the information they are given.

### **Implementation:**

#### ***In our Early Years:***

We teach history in EYFS as an integral part of the curriculum. Foundation Stage history is part of the national curriculum's learning objectives for developing children's understanding of the world, so they will learn through experiences that introduce the concept of time and change. Children will be given the opportunity to find out about past and present events in their own lives and those of their families and the people they know. In the Foundation Stage History makes a significant contribution to developing a child's 'knowledge and understanding of the world' through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

#### ***In Key Stage 1 pupils are taught about:***

- Changes within living memory
- Events beyond living memory that are significant national or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their locality

#### ***In Key Stage 2 pupils are taught about:***

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain

- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066
- The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of: Ancient Egypt; the Mayans
- 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

## **Impact**

At Thomas Bullock Academy, we recognise that in all classes there are children of widely- different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty that allow children to deepen their understanding
- providing resources of different levels of complexity to suit the needs of the child
- allowing time for peer- to- peer discussion frequently
- class teacher making appropriate arrangements to accommodate any specific special educational needs.

## **Cultural Capital links**

At Thomas Bullock we believe that cultural capital gives a student power. It helps them achieve their goals, be successful and allows them to rise up the social ladder without necessarily having wealth or financial capital. We achieve this by:

- Looking at other events that were happening around the world at the same time as the period of history being studied. This allows students to make connections between people and events in different places around the world and fosters cross curricular learning.
- Ensuring each year group has a trip or visitor each year to provide experiential learning.
- Studying a variety of people who have made a difference through history, some linked to the school's core values.
- Having focused events, displays and home learning activities.
- Making links with older members of the local community to draw on first-hand knowledge of the past
- Links with the local history society and the British Legion