



Buckden CE Primary History Subject Guidance

Intent

The intent of our History curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. Our intention is to help children develop skills and knowledge that will enable them to understand and become familiar with the history which has shaped our world. The teaching of History should inspire children's curiosity to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. We intend to try and bring the subjects alive by including visits, role play and hands on learning linked closely to the subject areas covered. Topics covered are informed by the national curriculum and linked to the sustainable development goals, as well as the context of the local area.

The National Curriculum objectives are to ensure all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- 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; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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- and long-term timescales



Implementation

Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and the sustainable development goals, enabling further contextual learning. Planning is informed by and aligned with the national curriculum and teachers have access to the History Association, of which the school is a member.

Planning, Assessment and Marking

These are carried out in line with the School's Planning, Assessment and Quality Marking and Feedback policies.

Time Allocation

History should be covered within Global Learning time spread across the school year. Some topics may lend themselves more heavily to historical topics than others, and as such it is acceptable for some year groups to cover less historical content in one half term, provided they can show that they have made up for this by including historically topics in either the preceding or proceeding half term.

EYFS

As per the National Curriculum, History is covered in the specific area of Understanding the World:

Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



KS1

At the start of Key Stage One, the aim of history for the children, is for them to start learning about their families and themselves. As they become more familiar with the concept of the past, they explore key events or inventions that made significant changes to our lives, e.g., the invention of the sewers and the use of railways. They will look at local history to find out how Buckden has developed and changed throughout the ages, learning about the local workhouses and jobs.

KS2

In Key Stage Two, children explore more complicated concepts of migration, empire, civilisation, cause and consequence and learn about the significance of key events. They visit Bletchey Park to fully investigate and understand the role it played in World War 2. At the beginning of Year 6, there is an exciting opportunity to visit the trenches in France. The children study events from about the ancient civilisations such as the Romans and the Mayans, from Darwin to the Civil Rights movement.

British Values

Children are taught about the development and importance of the rule of law, democratic leadership and individual liberty in History. They are also taught of the importance of tolerance and mutual respect through learning about time periods and cultures when these were not in evidence.

Dyslexic Friendly School

We recognise that some pupils, despite intellectual and other abilities, have unexpected difficulty learning to read and/or to spell and write fluently. These pupils may be described as having dyslexia. We recognise that some of these pupils have special educational needs; that these needs have to be met to the best of our ability and resources; and that these pupils have the same right of access to the maths curriculum and to all the activities of the school as all other pupils.

Resources

Specific resources for topics covered in each year will be collated by each year to ensure easy access to these plans and resources for relevant staff members in future years and stored within the Cottage. General artefacts are also kept within the Cottage, and guided reading book sets are kept in the Guided Reading Cupboard. Children have access to technology and a well-stocked library for research purposes.

Impact

Our History Curriculum is high quality, well thought out and is planned to demonstrate progression. Each topic covered will ensure children know more, remember more and understand more about our history and our world today.



Teaching and Learning

Knowledge, skills and understanding taught in History should include:

- chronological understanding
- knowledge and understanding of the significance of events, people and changes in the past, historical enquiry and a critical understanding of source

Pupils make progress in history by developing:

- their knowledge about the past (this knowledge is often described as ‘substantive knowledge’)
- their knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts (often described as ‘disciplinary knowledge’)

Entitlement:

All pupils, appropriate to their ability, have the entitlement to:

- Access and engage with their own learning.
- Understand their place in the timeline of history.
- Understand how British history has helped shape the country we live in.