

History at Byfield School:

What is History? What is a Historian?

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. 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 and the challenges of their time. (National Programmes of Study - History)

We cover the full national curriculum for History and use national curriculum statements to ensure we cover a broad and balanced curriculum.

We teach the children of Byfield School to be Historians by Investigating and Interpreting the past, learning about history in Byfield, Northamptonshire, Britain around the globe, learning about Chronology and the order of historical events and to communicate their learning.

Children at Byfield are Historians because they Investigate and Interpret the past

- Children are encouraged to ask questions and use evidence to answer these,
- Children use Different Sources of Historical evidence to deduce information about the past
- Suggest causes and consequences of some of the main events and changes in history.

Children at Byfield are Historians because they Learn about British History and World History

- Describe how Byfield and Byfield school has changed over time.
- Give a broad Overview of the History of Britain – including some of the major Historical periods
- Describe some major Historical events across the world,
- Compare some of the Times Studied in Western Europe with times around the world,
- Describe the social, ethnic, cultural or religious diversity of past society
- Describe how different times and cultures had different attitudes towards men, women and children.

Children at Byfield are Historians because they Learn about Chronology (ordering historical events).

- Children place events, times, periods and significant dates on timelines,
- Children identify the differences from one time to another, and identify when there has been significant changes

Children at Byfield are Historians because they Communicate their Findings.

- Use appropriate historical vocabulary to communicate.
- Use ways to present information and ideas through writing, talking, presenting, tables, diagrams and pictures.

Below are the tables of progression. We use these to design learning, assess children are in the correct place and ensure there is full coverage of the History Curriculum.

Essential Skills	Intent Early Years	Intent Year 1 and 2	Intent Year 3 and 4	Intent Year 5 and 6
Investigating and Interpreting	<ul style="list-style-type: none"> • Listen and respond to familiar stories about the past. • Answer simple questions about historical artefacts and buildings. • Communicate some obvious distinctions between past and present experiences. • Identify if personal events and objects belong in the past or present. 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Use simple vocabulary relating the passing of time such as 'before', 'after', 'past', 'present', 'then' and 'now'. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past/ • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.
World history	<ul style="list-style-type: none"> • Talk about past and present events in their own life and family members. • Recognise and make comments about familiar people in pictures of the more distant past. 	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain and some major events from the rest of the world. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and

			experiences of men, women and children.	experiences of men, women and children.
Chronology	<ul style="list-style-type: none"> Link the passage of time with a variety of indicators. 	<ul style="list-style-type: none"> Place events and artefacts in order on a time line. Label time liens with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate. 	<ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. 	<ul style="list-style-type: none"> Describe the main changes in a period of history. Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence on a time line. Use dates and terms accurately in describing events.
Communicating	<ul style="list-style-type: none"> Use everyday language related to time. 	<ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents were children., years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate e.g. Chronology, era. 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate e.g. legacy, continuity. Use original ways to present information and ideas. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilization', 'parliament' and 'peasantry'.

How do we cater for children who are more able in History?

What We Believe	Provision
<p>The characteristics of a More able pupil:</p> <ul style="list-style-type: none"> Have a secure subject knowledge and can recall it quickly They work systematically, They are able to come up with their own solutions to problems, and use their knowledge to think creatively Are able to work with a wide range of children being good leaders or team members 	<p>Teachers assess children's knowledge and vocabulary– and ensure this knowledge is complete and quick.</p> <p>Challenges designed to reason, explain, evaluate, problem solve and create.</p> <p>Opportunities are built in for them to work with other more able children, but also in mixed ability groups.</p>

<ul style="list-style-type: none"> • Are able to apply that subject knowledge in a range of different contexts • Are able to communicate their understanding efficiently. • Are able to use reasoning skills (not just in maths but across every subject) to construct sound explanations and arguments based on secure subject knowledge • Are able to analyse, evaluate and create (Blooms Taxonomy) drawing from good subject knowledge. • Children are able to self-check, identify mistakes more independently and edit and improve their work. • Use Enquiry skills 	<p>Challenges are designed so that they are more open ended – to encourage creative solutions and systematic working.</p> <p>Teachers adapt their marking to provide additional challenge through giving the children opportunities for reasoning, evaluation, editing and communicating their learning.</p>
<p>Opportunities for More Able</p> <p>More able children need opportunities show they have a deeper level of understanding.</p> <p>Blooms Taxonomy states the higher level thinking is through analysing, (breaking down information into component parts), Evaluating (judging the value of information or ideas) and Creating (combining parts to make a new whole)</p> <p>More able children should have the opportunity to communicate, present and produce work for an audience.</p>	<p>Children have open-ended tasks which they are expected to analyse, evaluate or create.</p> <p>Opportunities are built in so children that are more able produce work for a specific audience – for example producing letters, presentations or displays to communicate their knowledge.</p> <p>Children take part in inter-house competitions for History – using the above skills.</p> <p>Children take part in field trips (locally) each year, so they have the opportunity to apply their skills.</p>

How do we cater for SEND in History?

What we Know / What we believe	Provision
<p>At Byfield we believe the importance of maintaining an inclusive learning environment</p>	<p>SEND children still have 100% access to History lessons – they are not removed for interventions unless there are specific interventions which are assessed to address a crucial learning need which would prevent them from leading a successful and rewarding life.</p>
<p>Some children may need differentiated adaptations to be made – so they can access the same learning.</p>	<p>Teachers adapt and design learning so that it means children can access the next step of learning. This means teachers design activities, which still meet the learning intention by differentiating lessons by responding to learners needs through planning different levels of expectations, activities, level of support, resources, time limits,</p>

	challenge, peer support or adult support. Teachers also adapt lessons so children with disabilities can access the same learning intentions.
History is a vocabulary-rich and vocabulary dependant subject – SEND children who struggle with spelling or retaining vocabulary need extra support.	Key vocabulary is explicitly taught – with time for consolidation. Key words are explained with examples, images, videos and use of other strategies to ensure they are memorable. Word banks are used to help with key vocabulary and the spellings.
History requires knowledge to be ‘sticky’ – children need to remember learning to build on knowledge from one lesson to the next. – SEND children who struggle with memory retention will need extra support and experiences to link knowledge to.	Learning starts with an ‘experience’ which gives children something to attach all learning to (this may be a trip, watching a video, conducting an experiment, a re-enacting something through drama) Lessons are planned so they are progressive, and knowledge from one lesson is built upon in the next. Strategies are used to ensure key facts and knowledge is retained from on lesson to the next – for example teacher questioning on previous learning, quizzes, consolidation activities, or class discussions.

Assessment

What we Know / What we believe	Provision
Formative	Where appropriate – children in ks2 start each unit by sharing with their teacher what they already know – this may be through creating a mind-map, completing a KWL grid, class discussions, contributing to a whole class display with post-it notes, similar, so that they can assess what knowledge children already have. Where appropriate key vocabulary is put on display prior to the lesson where it will be taught- and discussions are had so that children already know words and can access learning. Intent statements for each unit are included in books and sent home. These are the stimulus for initial conversations about children’s prior knowledge. This gives teachers opportunities to plan whether they need to start by teaching objectives, or can be deepening children’s learning. Class discussions are had around what experience children have of that subject – for example when learning about the rivers unit, the class may talk about playing in the brook at Byfield, or driving over the River Severn on a trip to Wales.
Summative	At the end of the each unit the teacher reviews the knowledge learnt of each pupils and skills which have been improved. Teachers carry out assessments for the objectives in Tables of Progression (above) for that year group, stating whether a child has a deeper mastery level of understanding, achieved the standard, working towards the standard, beginning to understand or not yet there. Teachers also highlight which skills and knowledge have been covered so that we can ensure there is full coverage of the curriculum.

Pedagogical Approach – Inspire, Challenge, Succeed

What we Know / What we believe	Provision
<p>Inspire: Children learn best when they are engaged, interested and enthusiastic around their learning. If children are to learn, they need something to ‘stick’ this learning to.</p>	<p>Units will start with an ‘inspire’ launch – which is there to engage pupils, stimulate questions and discussions, and give them an experience to ‘stick’ their learning to. This inspire launch could be: a trip or visit, walk around the school or local area, watching a film, use of news/current events, experiment, survey, quiz, drama/role-play, looking at resources, group work challenges, etc.</p>
<p>Challenge: Once children are secure in the understanding of the knowledge, and have chance to learn or improve their skills, they need to ensure this learning is embedded by applying it to a real work situation. Children learn vital skills which they will need to lead happy and independent lives through challenges – “We must accept life for what it actually is - a challenge without which we should never know of what stuff we are made, or grow to our full stature.” Robert Louis Stevenson.</p>	<p>Once the base learning of knowledge and skills are in place, children need to apply this learning through a challenge. A challenge (noun) is a new task that checks someone’s ability and skill. The theme of rising and responding to challenge is important for children. The purpose It is through setting ‘challenges’ that children learn many of our core values: Respectful, Responsible, Determined, Caring, Fair, Courageous. These challenges can take part in lots of different ways: Individual learning challenges in lessons, partner/pair challenges, house group challenges, team challenges, challenges for next steps of learning, homework menus – where children choose their own challenges to complete. Each term, every class has a famous historical person to study – there are lots of significant people from British and World History – who either made significant discoveries, or changed the way in which civilisations worked – and unless we ensure these people are in our curriculum – children may not have the opportunity to access this element of British Culture.</p>
<p>Succeed: Children need the skills of presenting and explain. Children need the pride, confidence and self-esteem which comes with ‘showing-off’ their work. Children need the skills of producing and creating work for a specific audience (creating being one of the higher-order skills of blooms taxonomy, which shows a deeper level of learning and understanding.)</p>	<p>The final step of our learning process is celebrating the success with others – sharing our knowledge and what we have learnt with a closing experience. This helps give a reason for learning, and audience and a purpose. This could be in many forms: house group competition, invite Parents in for sharing afternoon, create a presentation, quiz, share to another class, produce an assembly, create a display.</p>

SMSC

What we Know / What we believe	Provision
<p>Spiritual:</p> <ul style="list-style-type: none"> • ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values • sense of enjoyment and fascination in learning about themselves, others and the world around them • use of imagination and creativity in their learning willingness to reflect on their experiences. 	<ul style="list-style-type: none"> • Children learn about how they are different to others in the school, their community, in Britain and around the world. • They reflect on their own life and interests and learn how other people live in different ways in different places. • They learn about the world about them • They try to empathise with other people's feelings about the historical events during the time they live. <p>Examples Spiritual Education taught through History at Byfield:</p> <ul style="list-style-type: none"> • <i>When Learning about Significant Figures in Year 5/6, children read a book called Street Child by Berlie Doherty. Through this they learn about Workhouses and empathise with those who had no other option but to stay there.</i> • <i>In year 1 and 2, when learning about how school life is different now to in the past, children read the punishment book and Head Teacher Logs of Byfield School and think how life would be different for previous generations attending Byfield School.</i>
<p>Cultural (Including Cultural Capital)</p> <ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others • understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain • knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. 	<ul style="list-style-type: none"> • Children learn about how people lived differently in different places and different times. • They learn about how life has changed in Byfield, Northamptonshire and The United Kingdom, and how they linked to their and the National Heritage. • They learn about significant events of history, which have effected Britain today. • They learn about different cultures and customs coming to throughout Britain and celebrate the diversity which they offer to their lives • They learn about significant people in British History and the impact they made in their times. <p>Examples of Cultural Education through History At Byfield School</p> <ul style="list-style-type: none"> • <i>In Year 5/6 when children are learning about through the Invaders and Settlers unit, they learn about how Vikings and Danes settled, and the how their culture changed Britain and how some of the language and place names are still evident today.</i> • <i>In our World War 1 units, for years 3,4, 5 and 6. Children learn why we still remember past events and people.</i>
<p>Social (Including British Values)</p>	<ul style="list-style-type: none"> • Children enjoy learning about oneself, others in their local community, British People and the lives of people who live elsewhere in the world.

<ul style="list-style-type: none"> • use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds • willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	<ul style="list-style-type: none"> • Children learn about different ways Britain and other Historical Periods are governed. They learn about how modern Britain has a democracy. • Children work in partners and teams, and use a range of social skills in different contexts. • Children learn about the daily lives of people who live in Britain and learn about British and how British Values underpin how society works. <p>Examples of Social Education through History At Byfield School</p> <ul style="list-style-type: none"> • In the year 3-4 unit – Reign Over Us, children learn about how the role of the Monarchy has changed, and learn about the role of the British Parliament. • In the Year 3, 4, 5 & 6 unit, World War 1 – Children work with the local branch of the British Legion to put on a remembrance community event.
<p>Moral</p> <ul style="list-style-type: none"> • ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England • understanding of the consequences of their behaviour and actions • interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. 	<ul style="list-style-type: none"> • Children enjoy learning about oneself, others in their local community, British People and the lives of people who lived at different points in history. • They learn about how people can change places, and how places can affect the way in which people live there. They think about the consequences for human's behaviour and actions upon the environment. • Children learn that in many parts of history there are different viewpoints, and different sources of evidence paint a different picture on past events. They learn to make a moral decision based on the evidence they know, but listen to the viewpoints of others. <p>Examples of Moral Education through History At Byfield School</p> <ul style="list-style-type: none"> • In the Year 5-6 Unit Mexico and the Mayans, children learn about Christopher Columbus, and debate if he was a hero or a villain.