



History at Boxgrove

INTENT

We aim to deliver a high quality, enquiry based history curriculum to ignite children's curiosity and stimulate critical thinking about the events in Britain's past locally and nationally, as well as that of the wider world.

Children will understand how the past influences the present; they will develop a growing sense of identity and they will progressively build knowledge of significant events and people through their learning in the class, experiences and fieldwork. We strongly believe in an education that focuses on the development of both knowledge and skills and we ensure that all children are given the opportunity to demonstrate and apply their understanding in a variety of ways.



BIG IDEAS

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops children's sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.



CONTENT & SEQUENCING

- The curriculum is progressive throughout the whole school starting with EYFS and the learning goals as stated in 'Development Matter.' Children begin to understand the past through activities in continuous provision, creating a class timeline of the year, finding out about significant individuals and answering enquiry questions over the course of the year such as How have I changed since I was a baby?
- Throughout the school, the core themes are society, settlement, innovation and legacy, which tie the history curriculum together.
- The learning from EYFS is built upon using three distinct milestones in KS1, LKS2 and UKS2. Each milestone focuses on the four concept thresholds of investigating and interpreting the past, chronology, building an overview of world history and communicating historically.
- The curriculum has progressive skills from each threshold embedded into each unit, providing opportunities for retrieval practice of prior knowledge and vocabulary.
- Units have been chosen with careful thought of the links with the local area, insight into a range of significant individuals and events, opportunities for revisitation in order to deepen children's knowledge and understanding of the past in Britain and the wider world and accessibility to units for different ages and stages. For example, in EYFS and Year 1 history units have been chosen which children can make links to within their lives. In lower Key Stage 2, children begin with a prehistory unit of the Stone Age to the Iron Age and work their way through British history leaving Year 4 having studied the Romans, Vikings and Anglo Saxons. In Year 5, children broaden their study with the Maya, the Golden Age of which links with the Viking raids in Britain. Year 5 and 6 units cover more in-depth units suitable for the age range.
- Each unit is navigated through enquiry questions to have a clear focus and to support children's own skills in devising historically valid questions about change, cause, similarity, difference and significance. Our enquiry based learning links with our local secondary school and how they structure their history.
- A mix of short overview units and in-depth studies are taught throughout the school.
- Carefully selected trips and workshops are also implemented to enhance children's learning, understanding and cultural capital.
- Cultural capital is also enhanced by: range of evidence used, a range of hooks into topics, history days, visitors, a diverse mix of genders, religions and ethnic backgrounds and assemblies.

RETRIEVAL PRACTICE

- Ask questions about the past
- Use evidence from sources to show knowledge by being able to describe in detail the stories of events, people and places
- Produce structured, informed responses that involve thoughtful selection and organisation of relevant historical information
- Construct informed responses to questions about change, cause, similarity, difference and significance by selecting and organising relevant historical information from sources
- Cause and consequence - how and why did events happen

LINKS WITH ENGLISH & MATHS



- Use common words and phrases relating to the passing of time including use of numbers, e.g. one year ago, 10 years after, 5 months before (maths Y2)
- Make appropriate use of dates and historical terms which are spelt correctly (maths Y4), with ideas linked across paragraphs (English Y6)
- Use a wide vocabulary of everyday historical terms to write simple sentences (English Y2) about selected appropriate knowledge and understanding of history

PROGRESS



- Units are carefully selected to ensure prior knowledge and concepts are built upon using retrieval tasks.
- Each milestone focuses on the four concept thresholds of investigating and interpreting the past, chronology, building an overview of world history and communicating historically.
- Carefully designed basic, advancing and deep POP tasks are implemented across the unit to assess the knowledge, understanding and skills in each lesson. Revisiting topics allows more opportunities for children to deepen their knowledge and answer advancing and deepening questions.
- **Basic:** involves retrieval of facts and following instructions.
- **name, list, label, describe, what?, who?**
- **Advancing:** Involves decision making and mental processing beyond recall.
- **explain, why?, suggest, organise, compare and contrast**
- **Deep:** Involves problems with multi-steps or more than one possible answer. Requires justification of answers.
- **investigate, design, create, prove, do you agree?, using multiple sources...**

SUPPORT



- Everyone has access to the history National Curriculum
- Pre-teaching of vocabulary and themes
- Children to have the opportunity to communicate historically through a range of methods to include writing, drama, speaking and listening e.g debate
- Vocabulary word mats
- Retrieval activities to support key dates, events and vocabulary.
- Sentence stems