



Benthal Primary School

History Policy

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| Approved by: | Chair Of Governors |
| Approval date: | 17 th March 2026 |
| Review date: | Spring 2029 |

- **Curriculum Statement**

Intent

At Benthal we have always maintained and nurtured within our pupils the importance of learning about and from the past. Our history topics are informed by the national curriculum and planned to ensure that our pupils learn about key concepts and develop history skills in a progressive way as they move through each year group. Current learning is linked to previous learning and provides opportunities for pupils to use their prior knowledge as well as relate learning to their own interests. We also recognize historical enquiry at the heart of the skills process and aim to nurture in our pupils the ability to question, think critically and observe and interpret the past through looking at a range of primary and secondary resources. Through our history curriculum pupils will develop their understanding of how the process of change impacts upon the complexity and diversity of societies and human experience and relate this to current issues and challenges within the local area and the wider world.

Implementation

Our history topics are based on our History Curriculum Map and Overviews for each unit which shows the progression of key concepts and skills. Teachers use this to develop learning sequences from which individual lessons are planned and delivered through block teaching each term. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the Tudors, Victorians, World War 2 and beyond. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history including ancient civilizations such as the Egyptians, Maya and Benin.

Cross curricular outcomes in history are specifically planned for, with the use of Core Books and other high quality texts to support pupils reading development in 'Destination Reader' sessions. Pupils also make connections with the past through extended and free writing tasks through using a range of non-fiction genres as well as through studying artists and their works from different historical periods. Learning outside the classroom is further promoted through trips and visits in the local area and further afield.

Impact

There is a huge emphasis on promoting historical enquiry through developing pupils' curiosity and critical thinking as well as ensuring that they can relate current learning to prior topics. We look for evidence of this in pupils' work and their learning outcomes are regularly monitored to ensure that there is evidence of a broad and balanced history curriculum that demonstrates the pupils' acquisition of identified key knowledge concepts and skills and where they are applied to other curriculum areas. At the end of each lesson and unit, pupils review their successes and are actively encouraged to identify their own target areas, with support from their teachers. During the plenary of each lesson pupils tick the 'I can' statements they have met and also record what they have learned in relation to their starting points.

The school itself has its own rich history and in 2019, formally celebrated its 70th Anniversary. This was an opportunity to uncover the school's 'hidden' history and make full use of the immediate and wider local area. Key visitors, past and present pupils and parents collaborated to help our pupils develop a deeper understanding of the school as a diverse community and its wider local historical significance.

- **Planning, Resources & Organization**

Our History and Geography Curriculum is personalized and developed through an adaptive approach to reflect the learning culture of our school. This is called the Benthall Creative Curriculum or abbreviated as 'BCC.' Each unit overview shows how prior learning links to future units and describes clear outcomes for learning. Our learning sequences for each unit are created from these overviews and form our program of study. Each learning sequence identifies for each lesson the learning intention, key questions, activity and historical vocabulary. Teaching and learning is also supported with the use of 'knowledge mats' which make key knowledge, questions and vocabulary accessible to pupils when placed on tables for pupils to refer to throughout each lesson. Knowledge mats also identify high quality texts which also support the promotion of literacy and other curriculum links.

Existing history resources are stored centrally in the Humanities Resource Area and are organised into topic themes, which are clearly labelled and also include Big Books and artefacts. The library also contains history topic books to support children's learning and encourage individual research. Class teachers are encouraged to have a topic table for each of the history units where books and other artefacts are displayed and easily accessible for children.

We follow a blocked curriculum approach to learning, which means that pupils study a history topic for three weeks a term in the afternoons, rather than having one lesson per week. This allows children to enhance their knowledge of history and develop related skills through focused daily learning, throughout the duration of each block. This model also promotes the children in being able to achieve a greater depth of understanding of each topic.

- **Teaching and Learning**

All our units cover the four aspects of history skills, these are;

- Understanding chronology
- Investigating and interpreting the past
- Communication of historical concepts
- Build an overview of world history

Our topic begins with a title page placed in children's books at the start of each topic where outcomes are displayed as 'I can' statements. These statements are reviewed at the start of each lesson. Teachers introduce each topic with a 'Knowledge Harvest' where any prior knowledge about the unit is pooled together from the pupils and an 'Entry Point' task is delivered to get pupils excited and inspire curiosity about the topic content. The 'Knowledge Harvest' is displayed on the topic board in classes and revisited throughout the unit where pupils are given regular opportunities to review their learning by adding to the 'Knowledge Harvest' and self-assessing against the 'I can' statements on their title pages.

At the start of the session, pupils' self-asses against the 'I can' statements based on learning from the previous lesson. All lessons begin with sharing the learning intention and references to develop pupils' sense of chronology with the use of timelines. Key vocabulary which needs to be explicitly taught is also introduced. Activities promote the use of critical thinking through

questioning, comparing sources of evidence, interpreting different perspectives and making judgements. Evidence of learning that meets end of unit outcomes are based on appropriate writing genres or appropriate work from links with other curriculum areas. An 'Exit Point' activity at the end of the unit is used to assess what pupils know, understand and can apply.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in Reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

During Key Stage 1, Pupils begin to develop an awareness of the past and vocabulary relating to the passing of time. The units they study explore events within a chronological framework and identify similarities and differences between ways of life in different periods. Pupils start to use and begin to evaluate, some of the ways in which we find out about the past and begin to identify and present, through their recordings, different ways to represent this. Pupils also study the lives of significant individuals in the past who have contributed to national and international achievements; the specific individuals studied will link to and support cross curricular links and initiatives (such as Focus Authors, Writing Genre Focuses, World Book Day and Black History).

During Key Stage 2, pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history and experience a clear learning progression across the units they study. This will ensure that children become secure in their understanding, making links between important historical events, eras and trends over time and develop the appropriate use of historical terms. They should also regularly address and sometimes devise historically-valid questions about change as well as causes and consequences. Children will learn to select, organize, review and present relevant historical information and interpret and evaluate a range of sources.

All pupils will apply knowledge to a range of contexts to help foster an enthusiasm and sense of curiosity about the past, encouraging them towards being life-long learners.

- **Assessment**

Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area.

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's historical enquiry skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective written and verbal feedback and marking against the learning intention to engage children with their learning and to provide opportunities for self-assessment and next step marking to help pupils consolidate and provide challenge.
- Use of the 'Knowledge Harvest' to measure knowledge acquisition from the start to the end of the unit.
- Use of the 'I can' statements (end of unit outcomes) on title pages for pupils to self-assess throughout and at the end of a unit, alongside specific and measurable LIs for each lesson with child and teacher review of the agreed success criteria.
- An 'Exit Strategy' activity – an open ended task where individual pupils and demonstrate their ability to record what they have learnt and the application of historical skills
- Use of the 'double-page spread' where each pupil shows their knowledge and understanding of the topic. Here, pupils consolidate their learning by designing their own poster/collage/montage to answer the key questions about the topic from the topic's Knowledge Mat.
- Book look moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners,

- **Equal Opportunities & Inclusion (eg EAL/SEN/PPG/Provision for HA)**

We are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards their learning and towards each other.

Through adaptive teaching practices, support for specific individuals is planned for, with consideration given to how greater depth and further challenge can be provided for pupils who require it. All pupils are entitled to access the curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's SEND and inclusion Policy. Independent tasks, as well as teaching and learning support are also well-adapted to ensure full accessibility for different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in relation to their starting point.

Teaching takes account of pupil's own interests and aptitude to ensure topic relevance to all individual learners. Opportunities for enrichment also come through projects in Home Learning Journals and the use of 'Chatter time' where pupils can discuss learning with their parents and carers. Inclusion is also supported through practical work in the form of trips and visits to places of historical interest in the immediate and wider locality.

- **Role of the Subject Leader**

The coordinator's responsibilities are:

- To lead the teaching of History & ensure a high profile of the subject across the school
- To ensure that resources (human and non-human) are available to enhance and support learning
- To model the teaching of history through identified good practices and pedagogy
- To support teaching staff to deliver best practice and identify and make provision for CPD
- To monitor learning sequences & teaching to ensure that the progression of the key concepts and skills identified within each unit is delivered.
- To monitor books and ensure that key concepts and knowledge is evidenced in outcomes, alongside and as supported, by SMT
- Regularly conducts pupil interviews to monitor Pupil Voice and consider the outcomes for improving provision in the subject.
- To lead on evaluation and review of the subject area and make improvements where necessary
- To ensure that agreed approaches for Equal opportunities and Inclusion are available to all learners
- To ensure that the history curriculum takes account the school's context, promoting links with other subjects and local and national initiatives where

appropriate.

- To action plan on key objectives relating to School Improvement and report on the progress of meeting these objectives to SLT, the Governing Board and SIP.

- **Parents and Carers (Including Homework)**

We actively encourage the involvement of families and the wider community to help support the teaching of history to share their knowledge and expertise of our local area. Parents and Carers are also involved with supporting their children and opportunities for enrichment also come through projects in Home Learning Journals and the use of 'Chatter time' where pupils can discuss learning and parents can initiate focuses for further learning

