



History at Burton Joyce Primary School



History forms an important part of our curriculum. We follow the National Curriculum and embrace a broad spectrum of stimulating topics through local, British and world history. As a school, we aim to inspire curiosity and fascination about Britain and the wider world and wholly develop each child's historical skills, understanding and knowledge through engagement with a wide range of primary and secondary sources. Our history topics are detailed and there is a clear, progressive sequence in the learning journey. By linking learning to a range of topics, children are given the opportunity to investigate and interpret the past, understand chronology, build an overview of local, British and world history and to be able to think like a historian. We aim to enthuse, support and challenge all abilities through high quality teaching and learning of history, where children are encouraged to engage in meaningful discussions using appropriate vocabulary.

Curriculum design and sequencing of content

Our knowledge rich curriculum is ambitious and designed to equip children with the necessary knowledge, skills and understanding to think and act like a historian. As children progress through the phases of our school they are taken on a progressive, in-depth journey through history enabling them to build on prior learning and use existing knowledge to deepen their historical understanding. A history topic is studied in all year groups each term (see topic overview) and topics are linked by relevant content to our school context.

At BJPS, each History unit begins with a main enquiry question (see grid). A series of lessons are then carefully planned for progression and depth, all with their own individual enquiry question. As children journey through the unit, they will develop the knowledge and skills they need in order to answer the main enquiry question.

At the beginning of each history unit taught at BJPS, children visit our history timeline to identify what came before and what comes after the period of history they are studying. We also have a discussion at the beginning of each new topic to identify what knowledge children have retained and explore new vocabulary for the period of history that is being studied. At BJPS, we use knowledge organisers that contain key facts, information and vocabulary that children need to have a basic knowledge and understanding of a topic. The history knowledge organisers also contain a timeline, detailing the historical events prior the era being studied.

At BJPS, we promote inclusive practice and seek to provide engaging learning opportunities for all children to enable everyone to access the history curriculum. Through careful planning, we ensure that all learning experiences are appropriately constructed to enable all learners, irrespective of academic ability or need, to meet the intended learning objectives.

Retrieval Practice

To ensure children retain knowledge that has been taught, they take part in regular mini-quizzes and retrieval activities. 'SPARK' is used as an interactive tool used to quiz the children and give feedback to teachers to enable them to identify next steps. Our knowledge organisers are used regularly to support the learning of new information and vocabulary and are also used as a quizzing tool to revisit concepts and ensure knowledge is sticking.

Community Connections/ Our local area

Our local links with the Burton Joyce History Society continue to develop and they have supported us with the design of our curriculum and whole school timeline. They have provided us with historical artefacts linked to the local area including photographs and maps.

Some of the history units chosen in our curriculum are pertinent to our local area and give the children a real context to their learning. For example, Year 1/2 explore how transport has changed over time with a direct link to Burton Joyce Railway and year 3/4 explore who first lived in Britain, with a direct link to an iron age settlement in the village.

Substantive Concepts

Substantive concepts form an integral part of our History planning and support teachers in reinforcing the knowledge of recurring concepts over different periods of History. Our whole school detailed overview of substantive concepts is used and incorporated into planning; this ensures that key concepts are revisited and extended as pupils' journey through our school. This allows children to hook onto previous learning to enable them to deepen their historical knowledge and understanding.

Lens

Historical lenses enable us to analyse history in different, interesting ways. By using historical lenses, we can equip our children with the ability to achieve a deeper understanding of historical events. When planning and teaching history topics, we adopt an enquiry approach and each topic will incorporate our 'Historical Lenses':

• Chronology

• **Cause & Consequence** → Historical events are **caused** by things that occurred before them. Historical events create changes that have **consequences** long after the event is over.

• **Continuity and Change** → Judgements of continuity and change can be made on the basis of comparisons between some point in the past and the present, or between two points in the past.

• **Similarity & Difference** → This is to help children move beyond stereotypical assumptions about people in the past, to recognise and analyse the diversity of past experience.

• **Historical Significance** → This is the process used to evaluate what was significant about selected events, people and developments in the past.

• **Historical Interpretations** → This is the process by which we describe, analyse, evaluate and create an explanation of past events.

These are clearly represented on our planning overview to ensure there is a good coverage of each lens, across the whole History unit. There is a progression for each lens throughout the key stages to enable children to build on prior learning and develop as historians.