



Intent Statement

Biscovey Academy is a school where everyone **DREAMS** big! DREAMS is capitalised within our tag line as it stands for our core values which underpin all the work we do here at Biscovey Academy.

What does this look like in History?

D= Diversity Our children are encouraged to recognise the impact that different individual, civilisations, communities and genders have had on shaping History as we know it today. Through frequent exposure to key diverse historical figures, we intend to showcase history in its truest form, dispelling stereotypes and long-standing historical bias.

R= Rules We have high expectations for behaviour and adhere to our school rules of 'Ready, Respectful and Safe.'

E= Empathy Through in-depth study of the history of our United Kingdom, we explore the key role cultures from across the globe have played in shaping our society and look at what we can learn from it. History may be written by the victors, but our curriculum is written to challenge longstanding historical misconceptions involving wealth, power and race and encourage our pupils to care deeply about the past.

A= Aspirations We celebrate the contribution made by Historians and archaeologists and promote the various careers that children who develop a love of History can aspire to be eg History teacher, work with English Heritage or the National Trust, Museum curator.

M= Motivation We plan engaging and innovative lessons which encourage children to want to know more and remember more about the past. We provide opportunities for Cultural Capital through trips and visits to places such as Bodmin Keep – Cornwall's Army Museum and Falmouth Maritime Museum.

S= Success We believe that high-quality history lessons inspire children to become curious about the past and to develop the research and questioning skills which will help equip them for further education and in later life.

In fulfilling the requirements of the National Curriculum for History we provide a broad and balanced curriculum for our children.

Alongside historical knowledge, there will be a high focus on the development of specific historical skills, concepts and vocabulary. Children will have opportunities to investigate and interpret the past, understand chronology, develop a sense of historical curiosity about their local area, build an overview of Britain's past as well as that of the wider world, be able to communicate historically and develop and use their skills in enquiry, analysis, evaluation and argument.

Good history teaching will teach children to become critical thinkers which will help them succeed at school and throughout their life. Learning to think critically is a vital part of children's development, helping them make sense of the world around them. It helps them ask questions and make value judgements.

'Children are natural inquirers. Every day, they're putting their critical thinking skills into practice, even at primary school level, and this ability to think critically is an asset that will stand your child in good stead as they move through primary school, into secondary and throughout their adult lives. It's important that children develop critical thinking skills as early as primary school age. This is because critical thinking needs to be developed and practised as a disposition. Good thinking should be a habit, and habits need to be started young.' Peter Worley of The Philosophy Foundation.

We recognise that the acquisition of language is vital to children's learning and understanding. History introduces words that are unfamiliar or not in everyday use, so it's important to explicitly teach the vocabulary. SEND pupils are pre taught key vocabulary for each lesson where necessary and vocabulary is revisited and built upon each lesson through use of a Vocabulary pyramid.

Driven by our **Dare to Dream Curriculum**, we are committed to providing access to a first-class education for all pupils, which is highly ambitious for those with Special Educational Needs and Disabilities (SEND) and other vulnerable groups. All pupils are entitled to have access to a broad, balanced and relevant curriculum, which is scaffolded and differentiated to meet individual needs. Pupils are supported to keep up, not catch up. Biscovey Academy staff recognise and are committed to fulfilling their responsibility to ensure that every pupil has an equal opportunity to attain good outcomes in their learning, progress and personal development. Scaffolding in History may take the form of paired work, greater use of visuals, vocabulary prompts, tasks broken down into smaller steps, teacher modelling or use of templates.

Our aim at Biscovey Academy, is for all children to enjoy and love learning and to acquire the knowledge and skills to succeed as Historians.

Implementation Statement

History is taught in blocks throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups

throughout the school. History lessons in all year groups follow a set format laid out on a PPT. It is designed to ensure that children 'know more and remember more.' Each lesson follows the same consistent structure.

- Timeline focus and challenge questions to help the children become more familiar with the events and passage of time.
- The Learning Journey is shared (key questions) so children can see what came before and what will follow.
- Umbrella question and Key Question shared.
- Vocabulary focus, ensuring children understand the meaning of topic specific words as well as the origin of words.
- Focus on an important/well known character from the relevant period of history.
- Main learning focus and independent learning.
- Learning review
- Learning Journey – where next?

We recognise that children's understanding of chronology is vital to their understanding of the past. Therefore, each history lesson begins with a look at two timelines; one which shows British and World events concurrently (allowing children to see an overlap between different historical periods) and a 'Journey through time' which identifies key dates in history.

'Sequencing events, stories, pictures and periods over time to show how different times relate to each other contribute to a coherent understanding of the past. You don't have to teach topics in chronological order but need to relate the topics you teach to their chronological order.' – Historical Association.

'Chronology is the air that history breathes and without it historical understanding will remain limited. It is important because it helps make sense of the past by defining, at the very least, cause and effect relationships. Chronological understanding also enables pupils to place their learning within the "bigger picture" and better remember historical people, periods and events.' – Alan Hodkinson.

Existing knowledge is ascertained in a variety of ways (pictures, quizzes) at the beginning of each history topic. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at regular intervals throughout the topic – 2, 4 and 6 weeks. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They will be able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and Egypt.

The school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified and embedded in practice. Visits to the local area and use of local artefacts, such as the use of maps, census and photographs also support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills.

Planning is informed by and aligned with the National Curriculum. In addition, staff have access to the 'keystagehistory' resources. However, teachers' lesson design is not limited by the scheme and teachers have access to further guidance from national agencies, including the History Association. The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. Teachers cater for the varying needs of all learners, scaffolding activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

Impact Statement



End of lesson assessment will show the progress pupils have made in their learning and ensure misconceptions are addressed before learning moves on. This will also be evident in the retrieval activities pupils complete every 2, 4 and 6 weeks of a unit.

As pupils complete work at Biscovey, their understanding is assessed in each enquiry question based on the knowledge and skills mapped out in medium-term planning for them to achieve. This is drawn from the progression of skills and knowledge document, which is in turn created from the National Curriculum. This ensures pupils progress is clearly shown and regularly analysed and assessed. Pupils meeting the knowledge and skills consistently are meeting the expected standard. Pupils also successfully accessing carefully crafted challenge questions are considered to be working above this level. Where whole year groups show less than expected progress, the following years' curriculum will be adapted to ensure key skills and knowledge are given to all pupils. Our bespoke assessment offer allows us to assess the progress pupils make confidently and accurately in foundation subjects.

Outcomes in topic books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Emphasis is placed on analytical thinking and questioning and children demonstrate a coherent

knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. Through this study pupils ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Local history studies provide further relevant and contextual learning, engaging member of the community in children's learning and providing positive role models from the community for children to learn from.