



# Bewcastle Primary School

## History Curriculum Statement



It is our intention that the children will acquire a coherent knowledge and understanding of the Britain's past and of the wider world. Links to local history will foster a sense of community and belonging.

We intend that the children will develop the knowledge understanding and skills of:

- Chronological awareness – to include significant events and people (and why they are significant)
- Making comparison and understanding change
- Reflection, Evaluation and Interpretation

Children will use a range of primary and secondary sources and artefacts to deepen their curiosity and understanding.

Intent

### Learning

We intend that children at Bewcastle School will have a range of high-quality, purposeful learning experiences that allow them to become confident historians. We intend that:

- opportunities are given to develop children's confidence in questioning, investigating and skills in historical enquiry;
- children are encouraged to see themselves as historians
- children are presented with a range of sources and artefacts in order to develop their sense and understanding of chronology, history and changes in Britain and the wider world.
- children have access to high-quality texts, sources, artefacts and historical sites to enhance teaching and learning;
- children begin to develop a web of understanding, through their historical study and that of the wider curriculum.

### Vocabulary

Through a variety of methods, we intend to expose, explore and model to all pupils, the specific historical vocabulary needed to become a confident historian.  
 The quality and variety of language that pupils hear and speak are key factors in developing their historical vocabulary and presenting a hypothesis, line of enquiry, justification, argument or proof.  
 Teachers will share with the pupils the vocabulary that will be required to be used, as well as model this throughout the lesson.  
 Pupils will be expected to use the vocabulary both verbally and in written form to discuss, reason and communicate their methods and answers.  
 Children are presented with subject-specific vocabulary in the form of a Knowledge Organiser which will also displayed on a working wall.

### Progression

Teachers plan lessons based upon the Cornerstones Curriculum that cover the knowledge and skills that are expected for each Key Stage, as set out in the National Curriculum. Teaching and learning activities are planned on a 2 or 4-Year Spiralling Curricula which allow for consolidation of previously taught skills or knowledge, and prioritise any pre-requisite knowledge, where needed.  
 Detailed knowledge and skills progression grids allow teachers to differentiate and target learning. The development of progressively complex disciplinary knowledge is embedded throughout the Cornerstones Curriculum.  
 It is intended that children will study concepts in history throughout each Key Stage so that they can deepen and extend their understanding within and across historical periods in increasing depth.

### Continuing Professional Development

At Bewcastle School, we intend that all staff have access to high quality CPD through attendance at webinars, face to face training sessions, sharing subject knowledge, staff meetings, professional dialogue, own research and enquiry and cluster support.

Implementation

### Inclusive Quality First Teaching

Through differentiation and regular monitoring and feedback, all children will be given challenging learning activities. Children who have a secure understanding of a topic will be given next step questions to deepen their thinking and expand their understanding. Children requiring more support will have learning differentiated through high quality first teaching approaches.

#### Teaching and learning is supported by:

- High-quality, purposeful resources and sources being available to all children;
- Personalised learning activities (to consolidate or challenge, adult support, carefully chosen resources);
- Educational visits and visitors.
- Knowledge Organisers

### History Curriculum

The Cornerstones Curriculum provided the basis for the history curriculum at Bewcastle School. This supports staff subject knowledge and workload, whilst providing high-quality information and pedagogical approaches. The history curriculum is designed in the following way:  
 - Using the National Curriculum and the Cornerstones Curriculum, coverage is identified and mapped over each rolling programme.  
 Three main strands are covered. These are:  
 • **Comparison, Significance and Change** – This strand involves the ability to compare and contrast and identify why a person or event is significant and develop knowledge and understanding of change over time  
 • **Creativity, Materials, Place and Space** – This strand develops the pupils' ability to communicate effectively, use artefacts and sources to deepen their understanding of local history.  
 • **Humankind** – This strand looks at everyday life, hierarchy and power across time.  
 - Within each strand, various 'schema' are used as 'lenses'. An example of this may be the main events, artefacts, settlements or locations within the topic or era.

### Resources and Learning Environment

Teachers use this area to support history in the following ways:  
 • To facilitate the independent selection of high-quality resources to aid learning;  
 • To display key vocabulary for the lesson or unit of learning (include definition where appropriate);  
 • To encourage historical fascination, exploration and thinking through carefully chosen resources, artefacts or non-fiction texts.  
 Working walls and modelled examples are used and displayed to support children's independent application and recall.  
 The Cornerstones Curriculum provides high quality test and resources to support curriculum mapping. These are supplemented through the School Library

### Communicating as a Historian

Children will represent and communicate their historical understanding in a variety of ways. This can include (but is not limited to):  
 • History books  
 • Printed activities  
 • Photographs  
 • Diagrams/ jottings/ written explanations  
 • Timelines  
 • Historical enquiries/ fieldwork/ maps/ evidence gathering  
 • Sharing in class/ talking to partners  
 Teachers will deepen thinking by providing opportunities for children to explain, prove or disprove, make links and connections and critique the reliability of sources of evidence.

			<p>Service subscription (termly) and purchasing of new titles as they are released. Tullie House and Museum can provide boxes of artefacts (termly).</p>	<p><b>History Across the Curriculum</b> A secure understanding of history provides a foundation for understanding the world. Examples include:</p> <ul style="list-style-type: none"> <li>• <b>Maths:</b> dates, timelines, chronology, Roman numerals</li> <li>• <b>Geography:</b> climate and weather, distance, topography, settlements, rivers/coasts, trade and transportation</li> <li>• <b>DT:</b> food/ homes/ tools/ weapons from the past</li> <li>• <b>Science:</b> animals including humans (nutrition, health), pioneers</li> <li>• <b>Literacy:</b> explanations, instructions</li> </ul>
<b>Impact</b>	<p><b>Knowledge and skills</b></p> <p>Children will demonstrate that they have ‘mastered’ historical concepts: ‘mastering’ history means pupils acquiring a deep, long-term, secure and adaptable understanding of the subject. Through this, children will: - will develop curiosity, interest and enjoyment in history;</p> <ul style="list-style-type: none"> <li>• will be able to apply their history knowledge to work out and make links between times in history/ causality/ similarities and differences etc., by choosing the appropriate resources and facts to draw upon;</li> <li>• develop the skills which are needed to think critically and question the reliability of sources;</li> <li>• develop the ability to organise and place events chronologically;</li> <li>• use historical language accurately, effectively and confidently;</li> <li>• develop positive attitudes to history;</li> <li>• use and handle artefacts and sources of evidence with the care needed to preserve the past;</li> <li>• be able to use sources of evidence to build a chronology, understanding and critical viewpoint about historical events and people, leading to an understanding of the world today;</li> <li>• be able to make links between cause and effect to interpret and understand the past.</li> </ul>	<p><b>Pupil Voice</b></p> <p>Children will be confident to share their ideas, answers and historical thinking. They will be confident to talk about their reading to a wide range of people including their fellow pupils and adults such as the governing body. Learning talks and walks with pupils allow them the unique opportunity to share and discuss what it is like to study history at Bewcastle School: their feedback is valued and shapes future improvements. Children will be confident to talk about their learning: including their successes and where they have been required to stretch one or more of their learning muscles.</p>	<p><b>Cultural Capital</b></p> <p>Children will be confident to share their ideas, answers and historical thinking. They will be confident to talk about their reading to a wide range of people including their fellow pupils and adults such as the governing body. Learning talks and walks with pupils allow them the unique opportunity to share and discuss what it is like to study history at Bewcastle School: their feedback is valued and shapes future improvements. Children will be confident to talk about their learning: including their successes and where they have been required to stretch one or more of their learning muscles.</p>	<p><b>SMSC</b></p> <p><b>The teaching of History creates SMSC opportunities such as:</b> <b>Spiritual</b> – Allows pupils to see the similarities between themselves and people from the past, bringing them alive through primary and secondary sources <b>Moral</b> – Encouraging pupils to comment on moral questions and dilemmas from the past. <b>Social</b> – Children can explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in the modern world. <b>Cultural</b> – Children develop a better understanding of our multicultural society through studying links between local, British, European and world history.</p>