

Brindley Heath Academy

History Policy



1. Curriculum INTENT

“It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.”

National Curriculum Purpose of study

“... understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.”

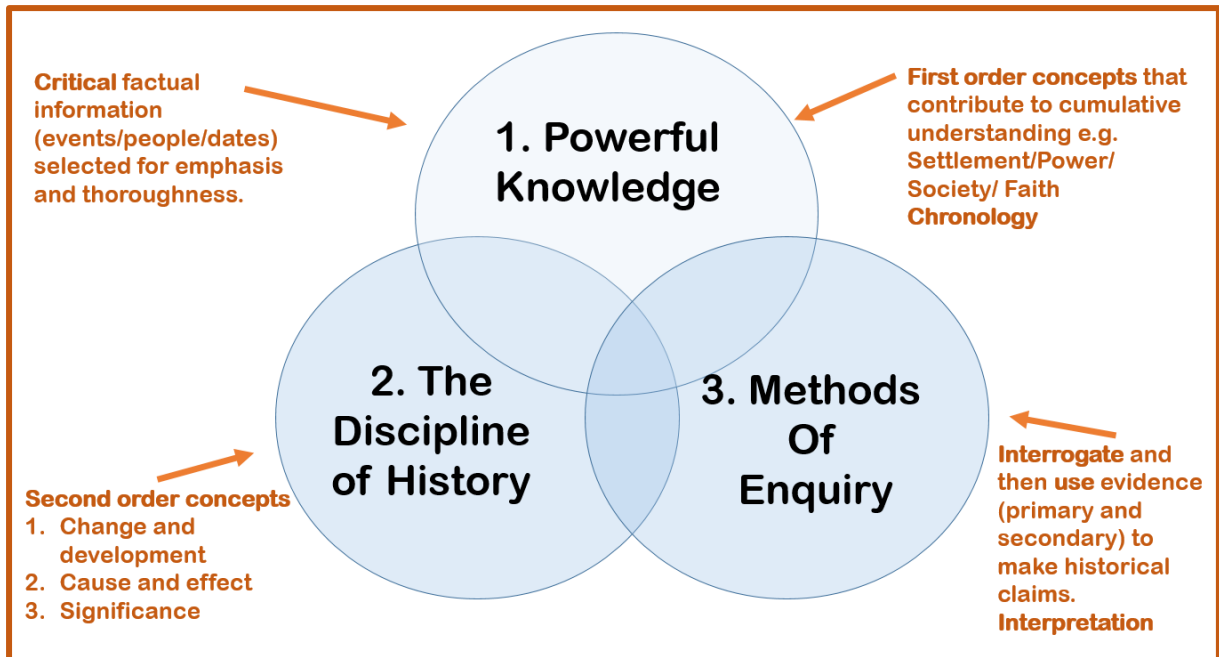
National Curriculum Aims

Brindley Heath Academy’s curriculum has been designed to:

- Ensure learners develop secure, powerful knowledge of the chronology and narratives of British, local and world history, including overview and in-depth studies - ***be respectful.***
- Enable learners to work as historians by employing the disciplinary concepts of change and development, cause and effect and significance - ***be aspirational.***
- Empower learners to explore, compare and interrogate a range of sources, including texts, collections and images, to construct their knowledge - ***be resilient.***
- Equip learners to select and organise information to produce personal responses to enquiries using precise historical terms - ***be proud.***
- Allow learners to develop and express the knowledge and cultural capital, as well as the skills that will enable them to succeed in life - ***be you.***

(Appendix 1 History Curriculum Overview)

2. Curriculum IMPLEMENTATION

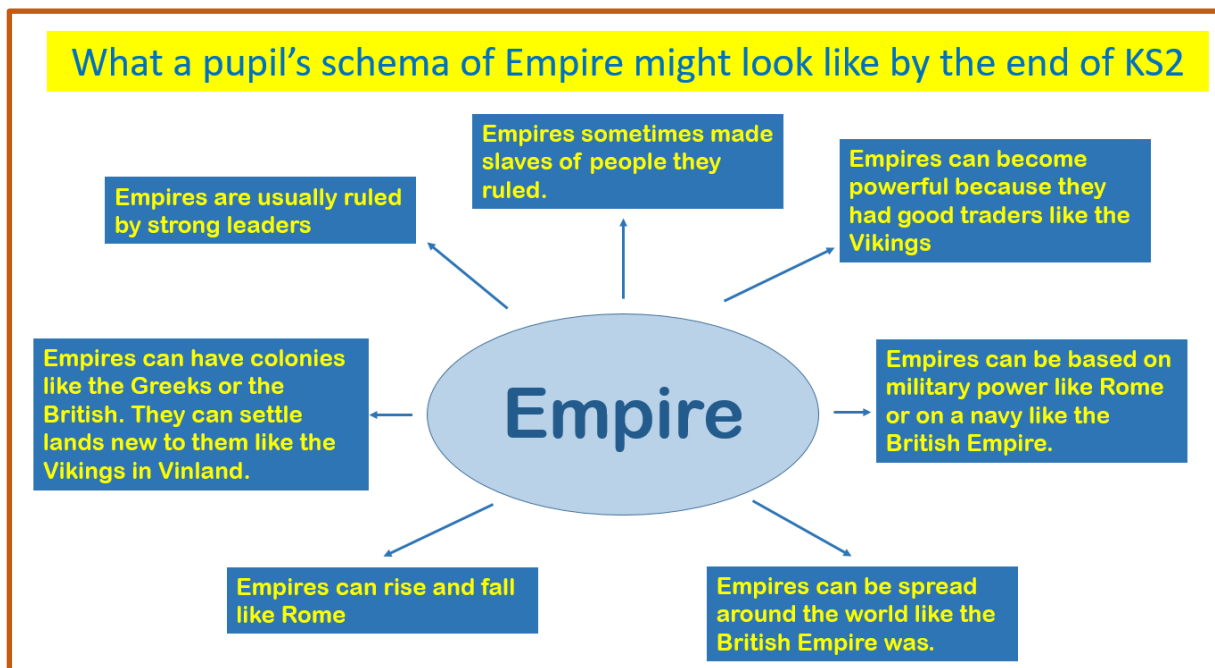


1. Powerful Knowledge

- As teachers we need to know and understand the History Curriculum as a cohesive whole. We need to be able to make connections to prior and new learning e.g. when the children are learning about invasion and settlement in Romans in Year 3, this lays the foundations for the study of the Anglo-Saxons and Vikings in Year 4 and the expansion of British Empire in Year 6. If we can do this, we can ensure the children can do this too through explicit teaching. (Appendix 2 Themes and threads diagram).
- First order concepts such as settlement, power, society, faith, invasion, are threaded throughout the curriculum. When the children revisit these themes time and time again, their understanding deepens and their skills, such as in comparing, evaluating or making generalisations, evolve. These concepts need to be explicitly taught.
- Chronology is important and our curriculum has been designed chronologically. Children need to understand where their period of study fits within the chronology. Otherwise they won't be able to understand the second order concepts of significance, cause and effect and change.
- The curriculum is designed to ensure there is a balance across breadth and depth. Sometimes an enquiry or sequence of lessons look at overview, and other times they require an in-depth study of a 'patch' or individual story.

“ As with every subject there is a balance between the macro and the micro but it is history that this balance has immense power ... It is the relationship between the grand narrative and the intimate or local story that has the power to draw pupils in” (Myatt 2018)

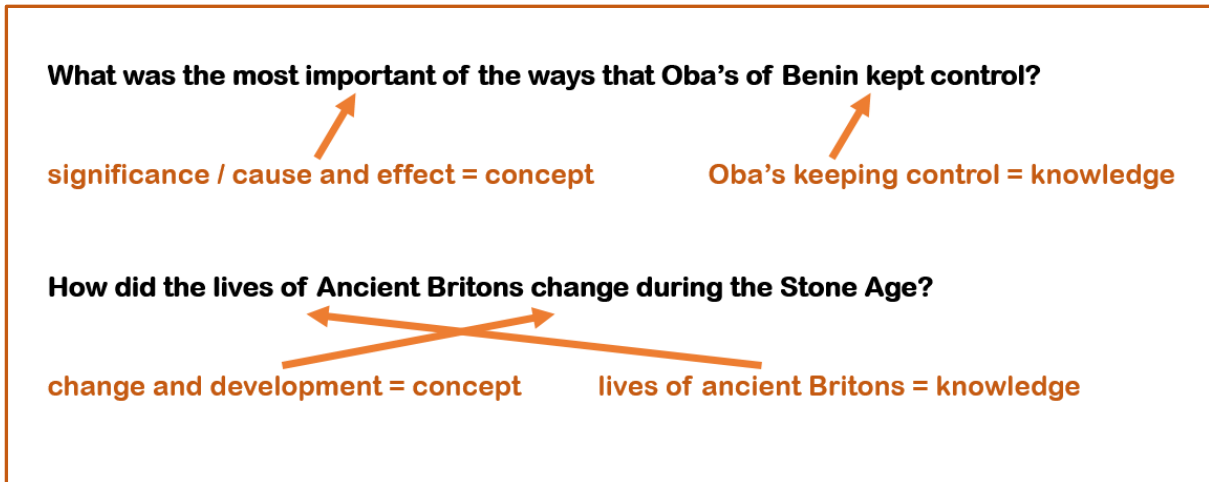
- As with other subjects, we need to teach and use vocabulary and abstract terms. They need to be reinforced and returned to over time, and used in sentences to ensure thorough understanding.
- There are opportunities to relate periods of study to local history (for example Kinver during the Iron Age) and these will be developed over time. This provides context and relevance for the children as well as building their knowledge of their local area.
- Powerful knowledge is the cornerstone of the curriculum and it should be built upon as children progress through school. However, it's not just about memorising facts. Children need to be able to apply their learning to answering deeper questions.



2. The Discipline of History

- Second order concepts turn content into **problems** for children to get their teeth into - and it is here that children start to think like historians.
- Second order concepts in our curriculum:
 - 1) Change and development
 - 2) Cause and effect
 - 3) Significance (Appendix 3 What is meant by 'significance')
- As teachers, we need to be very explicit about which concept we are addressing in each lesson or series of lessons. Often, a lesson will address more than one concept because the concepts are intertwined and the MTPs show all of the concepts underpinning a lesson. The first concept on the MTP is the main one for the lesson and the one which relates to the enquiry question. A standard Notebook slide will be used in each lesson for teachers to unpick each enquiry question and identify the powerful knowledge and second order concept/skill for that lesson. (Appendix 4 History Knowledge and Skills pages, and Appendix 5 List of enquiry questions with associated powerful knowledge and second order concepts).

- The second order concepts provide us with the enquiry question. The enquiry question is not a benign question. We need to unpick it with children and show how it relates to the second order concept, as well as the knowledge that the children will need to learn and understand.

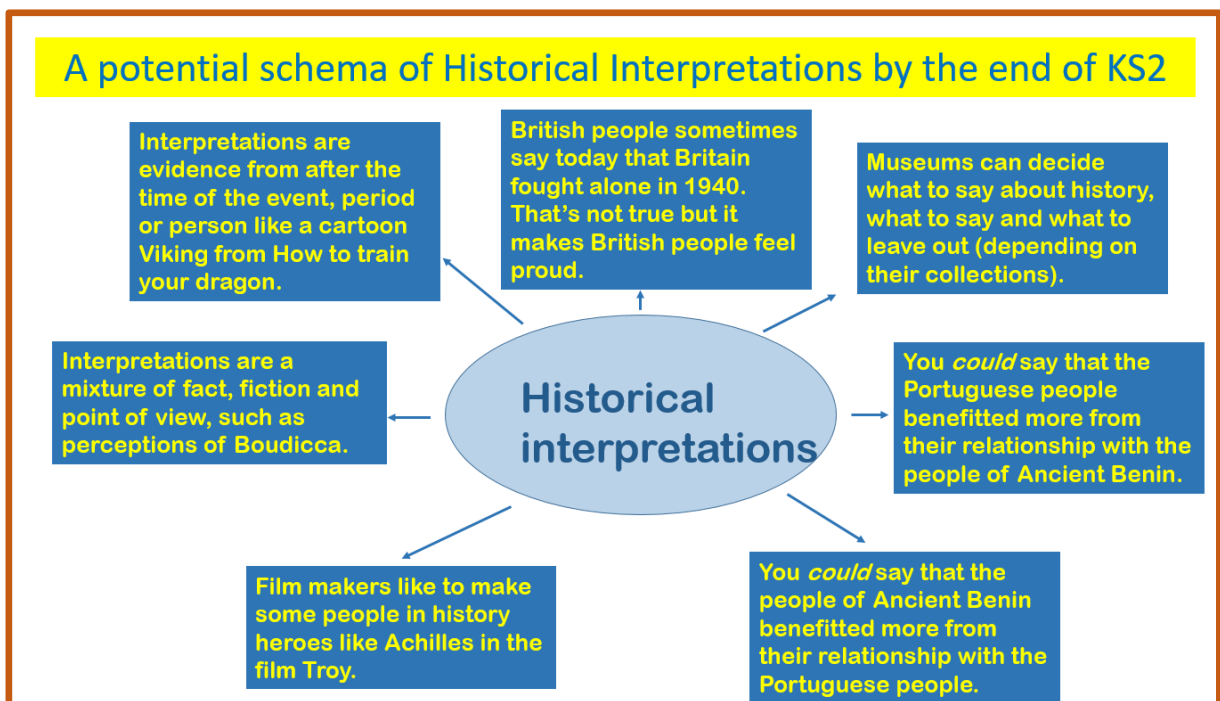


- The children will return to these concepts repeatedly, within a period of study, within a year and across Key Stage 2. This will enable them to engage and understand the concepts in sufficient depth and many contexts so that they become skilful in using these concepts to think like historians. They become aware of the question types and what is required to answer them. For example, the concept of change and development arises in Year 3 (changes between the Old and New Stone Age; Year 4 (people moving from countryside to town during the Industrial revolution); Year 5 (Ancient Greeks) and Year 6 (the experiences of migrants to Britain in the post-war era).
- In their final outcomes, children should return to the enquiry question and reach a final conclusion. This must be supported using evidence from their sources.

3. Methods of Enquiry

- A range of sources should be used with the children, both primary and secondary. These will include written texts, oral history and objects. Some types of sources are better for certain topics, such as oral history if the period is within living memory.
- The History Collection contains several boxes of high quality replica handling objects linked to the historic periods studied. They have been selected to spark the curiosity of the children in class. They are stored in the yellow cupboards outside the Rainbow Room and the Year 3 classrooms. (Appendix 6 Strategies for introducing and using objects)
- There are numerous history books for the children to read on most of the historic periods. These are stored alongside the relevant handling collections.

- Museums and archives provide online resources, notably primary sources, which can be used in the classroom. Some of the key institutions are:
 - [National Archives Education](#)
 - [British Library Online resources](#)
 - [British Museum](#)
 - [Birmingham Museums](#)
- Children should be made aware that interpretations of evidence are constantly changing as new discoveries are made, for example the Staffordshire Hoard of Anglo-Saxon weaponry discovered in 2009 showed the goldsmiths of the period used far more sophisticated techniques than previously credited to them. Furthermore, history is reinterpreted as public perspectives change for example awareness and understanding of Black British History. Explain to children that “We used to think ..., now we think...”



3. Curriculum IMPACT

“Progression is knowing more and remembering more of a broad, rigorous curriculum” Tim Jenner HMI and National Lead for History, July 2020.

- Children should be able to explain what they are learning and how this relates to previous learning. For example, a Year 6 child might say “We are learning about the British Empire and in particular, how and why Britain wanted an empire. In Year 3, we found out all about the Roman Empire, when the Romans invaded most of Europe and eventually Britain to acquire raw materials like wood, silver and gold. In Year 5 we found out about the early explorations of the Tudors, like Francis Drake. This helps me to understand that people have always explored the world,

particularly for the British in their ships, and that Britain wanted to acquire raw materials and slaves to increase its wealth. As well as feeling that it was a moral duty to improve the lives of other people, just like the Romans.”

- Progress will be assessed through Pupil Voice, book looks, learning walks and monitoring of planning.

Enriching the curriculum

- The children should go on at least one visit each year to a historic site or museum to support their learning. Visits need to be carefully planned to support learning and undertaken at the right point in the learning journey. (Appendix 7 Suggested Sites Museums).

Meeting the needs of all children

Learning is designed to allow all children to achieve to a high-level by tackling challenging enquiry questions, facilitated through varying levels of support, scaffold and stretch.

Strategies for support and scaffold:

- recalling, naming, listing and ordering knowledge and facts
- referring to a single source or reduced number of sources
- presenting information through non-text based formats e.g. illustrations, diagrams, tables, oracy
- providing definitions of historical terms
- pictorial and visual presentation of information
- high-quality, differentiated texts

Strategies for stretch:

- encouraging children to justify, argue and evaluate their thoughts in response to enquiry questions
- synthesising information from a range of sources
- assessing the reliability of sources - what is included? excluded? who was it produced for or by?
- comparing one society, event, individual to another
- comparing changes within and across periods of time
- demonstration of a clear understanding of significance