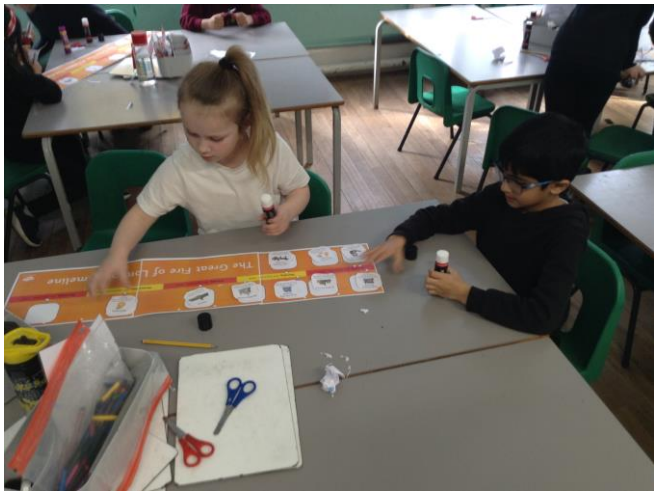
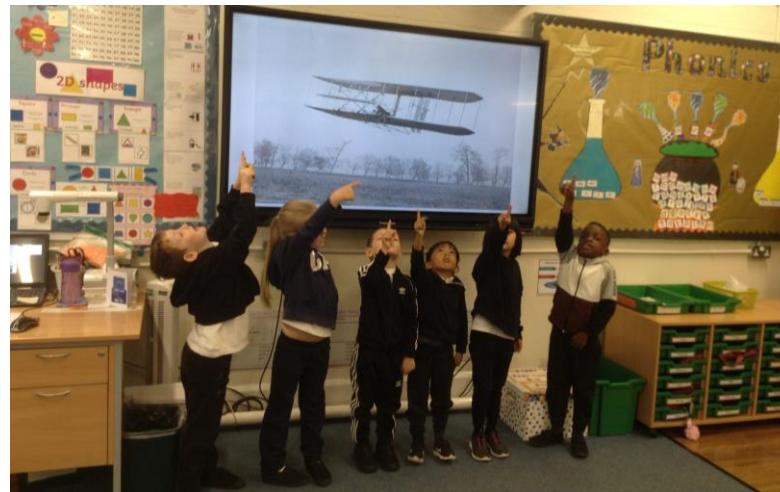




Strategy Statement for History



Meet the Team



Mrs Tara Doherty
Lead Teacher for History

Our Shared Vision



Striving for excellence in everything we do

High Quality
Education for
ALL

Effective
home/school
and community
partnerships



Statement of Intent

Rationale

History gives children the opportunity to understand how the world has changed and developed and how it continues to do so.

It allows children to develop a chronologically secure knowledge and understanding of local, British and world history, building on their learning in EYFS, where children develop a sense of past and present, through stories and their own experiences.

At Becontree, pupils are encouraged to question their understanding of the past, allowing them to enjoy all that history has to offer. It helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Promoting Personal, Spiritual, Moral, Social and Cultural Development and Fundamental British Values

History supports the spiritual development of pupils by giving them the opportunity to ask questions such as 'why?' 'how?' and 'where?' They are encouraged to become increasingly curious and develop an open-mindedness and tolerance for the suggestions of others and their views.

The teaching of History supports social development by providing opportunities for pupils to work collaboratively within lessons by discussing dilemmas. History provides the teaching of events, cultures and people of the world who might have shaped the development of 'British' culture that we know today.

Why is history important to children at Becontree School?

It helps the children to understand what life was like for people living in the past.

It allows the children to create and find the answers to questions about how people used to live.

It helps them to empathise with others.

History also teaches the children how to learn from the mistakes of others.

Our Key Learning Intentions

Pupils are encouraged to question their understanding of the past allowing them to enjoy all that history has to offer.

History helps pupils to understand the complexity of people's lives and the process of change.

We teach children to recognise the significance of people, places and changes in their locality and beyond and form opinions about them.

As children at Becontree Primary School love learning in history , they become...

Effective Communicators through:	Responsible and caring citizens through:	Active Contributors through:	Successful and independent learners through:	Confident and ambitious individuals through:
encouragement to participate in conversations, listen to others, respond appropriately and take turns to speak during lessons feeling that their contributions are valued and being taught to respond thoughtfully to others encouragement to debate issues respectfully modelling subject specific language clearly and effectively by teachers with expectation for pupils to include it in their responses 	enabling children to consider questions about the meaning and purpose of their lives and compare to the lives of people in the past Understand how history shapes our understanding of the present and the lessons that can be learnt. 	working collaboratively on projects engaging in discussions during lessons answering and asking questions 	engaging in self-assessment and evaluation of their work encouragement to problem solve and self-improve encouragement to have opinions based on facts to make educated decisions 	exposure to a wide range of knowledge to build understanding and confidence in their own thoughts and opinions developing an appreciation of the impact that history plays on the present and the lessons that can be learned exposure to roles-models and pioneers in history who inspire and influence 



Equality Mission Statement (Equality Act 2010)

We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.

We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community.

We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here. These statements are enshrined in our school motto, 'Respecting One Another.'



What does a historian do?

A historian is a person who studies and writes about the past.

Like a good detective, good historians are curious and ask important questions.

They look at sources, evidence and artefacts to draw conclusions from the information they have about the past.

They know that there are different interpretations of the past and can discuss why these differ.

How do we encourage children to become historians?

We provide quality lessons with appropriate resources to engage the children.

We teach children why history is important and the role historians play.

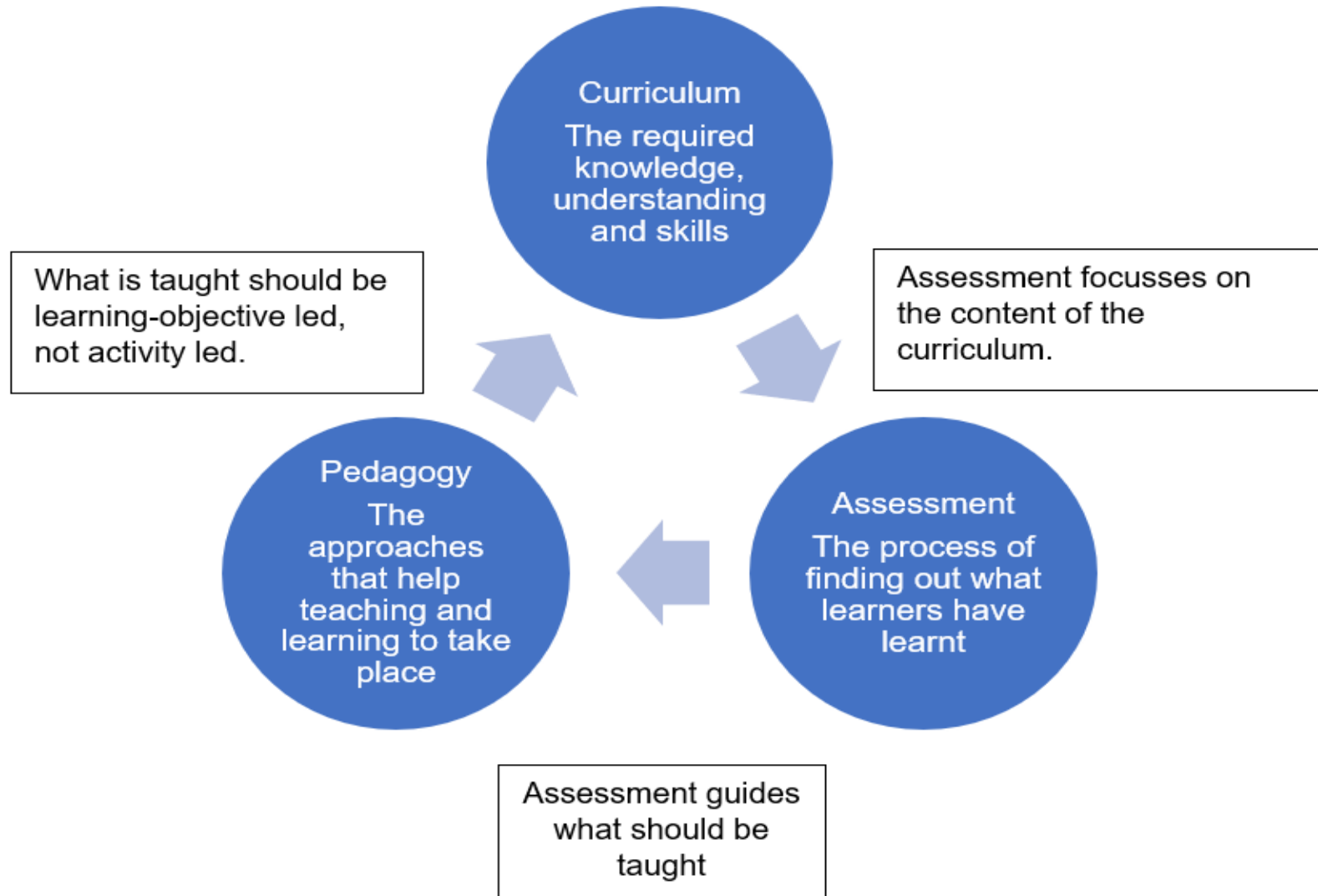
We encourage the children to think of themselves as historians.

We go on trips and participate in 'hook' activities to encourage interest. E.g. Roman Day in year 3.

We provide an environment where children can confidently debate and discuss their thoughts about history.



Our Curriculum Coherence model is broadly made up of three parts: Curriculum, Pedagogy and Assessment.



Teaching and Learning Approach (Pedagogy)

Planning and delivery of learning to meet the needs of all children

- Units of work in history are taught in blocks. (approximately 20 – 30 hours over the year)
- Most year groups have 2 blocks of 3-4 hours per week and most blocks last on average 3 weeks.
- Schemes of work are provided for teachers. It is an expectation that these are followed precisely and that any changes are discussed with the subject lead.
- Knowledge and skills are taught explicitly and units demonstrate progression from one year group to the next.
- All children can access the learning as some support is given. e.g vocabulary cards and some tasks may be differentiated if needed.
- Some links are made with other subject areas where appropriate. e.g. Stone Age writing unit in year 3.
- A range of teaching approaches, resources and visual stimuli are used to support learning. This includes approaches that encourage boys to be more engaged e.g. practical activities, trips and hands-on learning.
- Lessons are planned to incorporate and reflect local history e.g. Ford Factory in year 1 and Becontree significant people in year 2.
- Quality, engaging resources, artefacts and worksheets are used in lessons.

Developing Long-term knowledge retention

- We teach in blocks to allow more time for children to immerse themselves in the unit.
- Focus on key knowledge.
- Using a range of teaching approaches to engage children and help them to remember what they have learnt.
- Children are involved in the compilation of Learning Journeys and have that as a reference to previous learning.
- Teachers have easy access to information about prior learning through the Curriculum Folders and are able to check and re-cap regularly.
- By teaching some units cross-curricular, children have more opportunities to embed key knowledge.

The following are our key beliefs about when and how children learn best.
We believe children learn best when...



...they are taught by well-trained staff who are passionate about teaching and learning.	...they are valued and treated fairly and respectfully.	they have a growth mindset.
...they are given the right level of support and challenge.	...they are interested and engaged.	...new learning makes links with and builds on prior learning.
...they understand the learning objectives and know what success looks like.	...they have opportunities to learn with and from others (collaborative learning).	...they receive regular and timely feedback (from both teachers and peers).
...they are given enough time to practise, consolidate and apply new learning.	...they are taught in a physical space that is conducive to and supports effective learning.	...there is a strong partnership between home and school.

Curriculum

Developing Teacher Subject Knowledge	• In school, and external, training and development opportunities • Shared practice • The scheme is developed to support teachers with different levels of experience. • Teaching and Learning Reviews are used to identify areas for further development.
Enrichment opportunities	• External companies create immersive opportunities through experience days. • Children are given the opportunity to go on school trips to explore history, including use of the local area. • Links with the local community e.g. Centennial Celebrations. • Links with national events e.g. Queen's Jubilee. • Votes for Schools helps promote history topics.
Cultural Capital	• Each phase group have a list of activities and experiences which are to be covered throughout that phase of two years. E.g. visits to museums, welcoming visitors and visiting places of worship. • Magic Moments – 20 key experiences that all children need to have experienced by the time they leave year 6.
Parent and Community Links	• Parent helpers assisting on school visits. • Projects such as the Becontree Centennial Celebrations and the Jubilee Celebrations. • School reports. • Photos of trips are uploaded to the website. • Home Learning projects such as the Poppy project in November.

Finding out what Learners Know

Developing Oracy through the teaching of history and geography	
Evidencing Learning Outcomes	• Ongoing Formative Assessment. • Checking Prior Learning. • Exit tasks to check End points. • Learning Journeys are used to evidence learning in lessons. • Display boards in classrooms and corridors reflect a selection of topics.

Curriculum Overview- History

For more detail please refer to the subject scheme of work.

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1			Changes within living memory: Changes to toys and impact on people's lives			Significant historical events, people and places in their own locality: Transport with links to Ford factory
Year 2	Lives of significant individuals: People of Becontree		Events beyond living memory: The Great Fire of London and the Plague	Lives of Significant Individuals: Florence Nightingale and Edith Cavell		
Year 3			Changes in Britain from the Stone Age to the Iron Age		The Roman Empire and its impact on Britain	
Year 4			Britain's settlement by Anglo-Saxons and The Scots	Achievements of the earliest civilizations: Ancient Egypt	A non-European society that provides contrasts with British history: Mayan Civilisation	
Year 5		The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Ancient Greece – a study of Greek life and achievements and their influence on the western world			
Year 6		A local history study – link to Barking and Dagenham		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Crime and Punishment		
EYFS						
Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Begin to make sense of their own life-story and family's history.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Express their ideas and feelings about their past.	Talk about the lives of the people around them and their roles in society.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Understand the past through settings, characters and events encountered in books read in class and storytelling.