



Bentham Community
Primary School

History at Bentham CP School

Our Curriculum Aims:

At Bentham CP School we want our children to gain a coherent understanding of Britain's' past and that of the wider world. Our language rich curriculum should inspire children's curiosity to know more about the past. Children should ask perceptive questions and think critically using sources of evidence to support their opinion. They should understand how people's lives have changed, how diverse societies were, and the challenges that were faced.

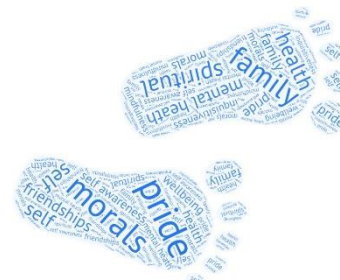
Our Curriculum Drivers:



Our place in our world



Our Voice



Ourselves



Our Ambitions

Characteristics of a Historian

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.

- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

History and our locality

We have the following opportunities available to us to enhance our History curriculum:

- Loan boxes, Tailored Workshops and 'Taste it or make it' sessions through the Dales Countryside Museum – Prehistory, Romans, Vikings, Anglo Saxons, Victorian era, WWII, Evacuation, toys from the past, Dales and wider world hidden history.
- Ribchester Roman museum
- Skipton Castle
- Settle Caves (pre- historic)
- Lancaster Castle
- Bolton Castle, nr Layburn - Elizabethan
- Stone age day workshop
- Settle The Folly - Local history
- Lancaster Maritime Museum
- Fleetwood Maritime Museum

Implementation

Our children should be able to organise their knowledge, skills and understanding around the following key learning concepts:



To investigate and interpret the past

To build an overview of world history

To understand chronology

To communicate historically

These key learning concepts underpin learning in each milestone. This enables children to reinforce and build upon prior learning, make connections and develop subject specific language.

The accumulation of **skills** from Years 1 to 6 is mapped as follows:

Key Learning Concept	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4	Milestone 3 Years 5 and 6
Investigate and interpret the past	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.
Build an overview of world history	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 		<ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society.

			<ul style="list-style-type: none"> • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Understand chronology	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.
Communicate historically	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, when I was younger, before I was born, before, after, during past, present, then, now, yesterday, last week, 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology • BC / AD • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology • BC / AD • continuity • century • decade • legacy • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.

The coverage of **knowledge** from Years 1 to 6 is mapped as follows:

Key Learning Concept	Milestone 1		Years 1 and 2	
<p>National Curriculum knowledge expectations</p>	<p><u>Changes within living memory</u> Where appropriate, these should be used to reveal aspects of change in national life</p>	<p><u>Events beyond living memory that are significant nationally or globally</u> For example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</p>	<p><u>The lives of significant individuals in the past who have contributed to national and international achievements.</u> Some should be used to compare aspects of life in different periods</p>	<p><u>Significant historical events, people and places in their own locality.</u></p>
	Milestone 2 + 3		Years 2, 3, 4, 5 and 6	
	<p><u>Changes in Britain from the Stone Age to the Iron Age</u> This could include: ♣ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ♣ Bronze Age religion, technology and travel, for example, Stonehenge ♣ Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p><u>The Roman Empire and its impact on Britain</u> This could include: ♣ Julius Caesar’s attempted invasion in 55-54 BC ♣ the Roman Empire by AD 42 and the power of its army ♣ successful invasion by Claudius and conquest, including Hadrian’s Wall ♣ British resistance, for example, Boudica ♣ ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	<p><u>Britain’s settlement by Anglo-Saxons and Scots</u> This could include: ♣ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ♣ Scots invasions from Ireland to north Britain (now Scotland) ♣ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ♣ Anglo-Saxon art and culture ♣ Christian conversion – Canterbury, Iona and Lindisfarne</p>	
<p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u> This could include: ♣ Viking raids and invasion ♣ resistance by Alfred the Great and Athelstan, first king of England</p>	<p><u>The achievements of the earliest civilizations</u> – an overview of where and when the first civilizations appeared and a depth study of one of the following: *Ancient Sumer *The Indus Valley *Ancient Egypt</p>	<p><u>A non-European society that provides contrasts with British history</u> – one study chosen from: *early Islamic civilization, including a study of Baghdad c. AD 900; *Mayan civilization c. AD 900; *Benin (West Africa) c. AD 900-1300.</p>		

	<ul style="list-style-type: none"> ♣ further Viking invasions and Danegeld ♣ Anglo-Saxon laws and justice ♣ Edward the Confessor and his death in 1066 	*The Shang Dynasty of Ancient China	
	<p><u>Ancient Greece</u> – a study of Greek life and achievements and their influence on the western world</p>	<p><u>A local history study</u> Examples:</p> <ul style="list-style-type: none"> ♣ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ♣ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p>Examples (non statutory)</p> <ul style="list-style-type: none"> • Railway development and the Ribbleshead viaduct. • Industrial revolution and weaving in Bentham. 	<p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u> Examples:</p> <ul style="list-style-type: none"> ♣ the changing power of monarchs using case studies such as John, Anne and Victoria ♣ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century ♣ a significant turning point in British history, for example, the first railways or the Battle of Britain

Aspirations For The Future

Children develop an understanding of how subjects and specific skills are linked to future jobs.

Here are some of the jobs you could aspire to do in the future as a Historian:

- Member of Parliament
- Curator
- Publicity Assistant
- Tour Guide

Impact

Assessment

Through the explicit teaching of the History skills, both the teachers and the children assess their learning continuously throughout the lesson. Throughout and at the end of a unit of work, children will reflect on their learning alongside their peers and their teacher. Our assessment systems enable teachers to make informed judgements about the depth of their learning and the progress they have made over time.

Subject Leader Portfolios will collate evidence of learning across the year. This will include pupil and parent voice, photographs and examples of children's learning both within and beyond the school day.