

# History at Badsley

## Overall Rationale

Our aim is for children to explore and think critically about the facts and opinions of historical events and significant figures to gain a sound understanding of how life changes over time; the impact it has had on Britain and how the society we live in came to be. History helps us understand the past, which in turn lets us understand our present and helps us to shape our future.

Our history curriculum aims to inspire in children a curiosity and fascination about Britain's past and that of the wider world.

## Content and Sequencing

Each year group teaches 2 or 3 units – the majority of these are half termly but some, such as Ancient Egyptians, is taught over a full term. Children begin in KS1 learning about history relevant to them before moving onto British history in Y2 and beyond. World history is looked at chronologically throughout KS2 to enable children to build a clear understanding of the history of the world.

Year 1 - Changes within the living memory based around transport and toys.

Year 2 - Contrasting lives of significant people and looking at the events in the Great Fire of London.

Year 3 - Stone, Bronze and Iron Ages and Ancient Egyptian Civilisation

Year 4 – Roman Britain, The Romans and The Mayan Civilisation

Year 5 – Anglo Saxons, Vikings, Baghdad and the Middle East

Year 6 – Ancient Greeks and Conflict and Resolution (WW1 and WW2 including a local history study)

## Meeting the needs of all Learners

The History curriculum is accessed throughout every year group and taught through adaptive teaching to ensure every child at Badsley has the same historical experiences. Children move through content at the same pace and scaffolds are used to develop a secure understanding.

Questions are used at various points throughout lessons to deepen learning and promote historical discussion.

## Key Concepts

Our key concepts are threaded through the History curriculum and built upon within each unit. These concepts include: Chronology, Technology, Settlement, Power & Leadership and Invasion.

## EYFS

Through Understanding of the World, children recognise the difference between past and present in many different contexts. They use storytelling throughout their history curriculum to engage interest and aid understanding

## Links to Other Subjects

English - Each lesson has a reading and vocabulary focus in every year group.  
Geography – Italy is taught in Y3 which helps children when learning about the Romans in Y4.  
Maths – Roman numerals, ordering dates within timeline  
DT – Transport is taught in KS1 with links to moving vehicles.

## Retrieval Practice

We use a range of retrieval activities to revisit prior learning at the start of every lesson such as a low-stakes quiz. Disciplinary concepts are revisited across units to aid understanding. Substantive concepts are revisited across units to ensure children are deepening their understanding.

## Assessment and Outcomes

A retrieval quiz begins each lesson to help children remember previous knowledge gained. After each unit, thoughts are recorded against key objectives and any gaps are identified, along with identified pupils who may need additional scaffolds put in place and those who can be challenged further.

## Subject Leader Responsibility

We work as a curriculum team and history is monitored on a cycle. Learning is monitored across school by taking part in activities such as deep dives which includes pupil/staff voice, enquiry, assessment tracking and informal discussions with staff. We re-evaluate and developing our curriculum to suit the needs of our ever-changing school community.