

Our Vision Statement

‘Ask and it shall be given, seek and you will find, knock and the door will be opened.’
Matthew 7.7

For our community this simply means that with God’s help we can open doors to a brighter future. This is something that school aims to provide; the opportunity, confidence, ambition, curiosity and resilience amongst our community to do. Jesus commanded his followers to continually ask and seek with confidence that they will receive and find. For our community we aim to give them the confidence to ask questions, be curious, resilient and ambitious, knocking on the door to opportunity and it will be opened. We are to ask our Heavenly Father for the things we need and to keep asking with full assurance that He hears. We are to seek and keep seeking and to knock and keep knocking as He has promised that the door will be opened.

Our motto:

Believe to achieve, empowering a community of hope and aspiration

Our motto reflects the firm foundations we believe we give to our children. Children know that with God’s help their aspirations can be reached alongside their hard work and determination. It links to the barriers to learning faced by our pupils and reflects 2 of the key pillars to Christian Vision. The pillars of hope (aspiration) and community.

Our theologically rooted vision:

Working together to raise aspirations, empowering a community of hope. We seek to develop resilient, curious minds, inspiring all pupils to aim high and be ambitious in all that they do within our church school community.

History Intent Statement

We aim to provide a wide range of experiences to encourage our pupils to become effective learners for life, ensuring our school community are ambitious for the future, broadening their horizons and experiences beyond Billingham.

Our history curriculum enables our school community to gain a coherent knowledge and understanding of the chronology of Britain’s past and that of the wider world, raising aspirations, creating resilience and inciting our school community’s curiosity to know more about the past.

At Billingham CE Primary School it is our intent that the history element of our curriculum is fully inclusive to every child, helping all our pupils gain a coherent knowledge and understanding of the chronology of Britain’s past (encompassing British values throughout) and that of the wider world and motivate, inspire, excite and incite pupils’ curiosity to know more about the past.

Our sequential history curriculum is planned and builds on knowledge in time order.

We aim to provide a wide range of experiences, including those in the local environment, to encourage our pupils to become effective learners for life, through the fostering of our 6 key learning behaviours (resilient, inquisitive, collaborative, respectful and adaptable lifelong learners) ensuring children are ambitious for their futures, broadening their horizons and experiences beyond Billingham. These learning behaviours permeate through the history curriculum so we know at the end of a unit we have met our intent.

As our pupils progress they will become equipped to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We aim to create confident, articulate children with the ability to question, discuss, explain, express opinions and reflect. We want 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.

Our children will develop and confidently use historical vocabulary to talk about the passage of time and understand historical terms.

Chronology: all our topics will begin by investigating chronology. Links are made to previous knowledge and how the new topic fits in with the previous ones in terms of chronology.

Our pupils then need to know about basic knowledge of the time period being studied (e.g. who were the Saxons?) before they are taught about aspects of life in this period. This is important as the term for the time period, Saxons in this example, is used repeatedly in the unit. From this it is important to draw on knowledge of substantive concepts. A lack of knowledge of these concepts is a barrier to gaining knowledge. Children will learn these concepts through repeated encounters, building conceptual knowledge slowly in meaningful examples. For example, the concept of invasion in Anglo Saxon England is very different to that in World War 2.

Our pupils' capacity to learn and use knowledge, including constructing their own historical arguments and accounts, depends on them knowing enough about the events of the time period studied to construct reasonable claims about, for example, causation. Our history curriculum ensures second order concepts used in history, such as cause, consequence, change and continuity are addressed. In order to build effective causal arguments pupils require substantive knowledge of the event or process.

We set questions or learning challenges such as 'Have toys always been the same as the ones we have today? Children cannot answer these questions immediately as they don't have enough knowledge about it yet. So we have to unpick the questions. The questions generate further questions. Our pupils' opportunity to develop breadth and depth of knowledge across a series of lessons and their ability to answer a question posed at the end of the topic with reasons, is based on their knowledge gained.

In terms of overcoming the barriers to learning faced by our pupils we aim to:

- Build in end of unit days where parents are invited into school and chn can showcase their learning e.g. a Roman day.
- Provide opportunities for awe and wonder outside of the everyday of Billingham e.g. visit to Jorvik Viking museum.
- Show pupils career opportunities linked to the historical topics eg Police/government linked to the Crime and Punishment topic and RAF/defence linked to Battle of Britain.
- Focus on key historical vocabulary set out in the knowledge organisers which children need to know and can use effectively.

YR

History is taught as part of the area of learning: Understanding the World and the most relevant statements for History are below:

Reception Year, Understanding the World:

- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past

Understanding the World ELG:

Sub-heading: Past and Present:

- Talk about the lives of 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

In the FS, our pupils learn about how they have changed since they were a baby. They place images in chronological order, identify changes and use language associated with time (old, now, past, next, soon). They order events occurring in their life experiences and sequence images from stories. In the summer term they talk about events in school and at home which interest them and identify artefacts associated with these events such as celebrations. This leads to the topic in Year 1 on Toys.

Y1

In the autumn term the topic is 'toys'. Children learn about changes within living memory (do this first before changes beyond living memory). Toys are relevant to children's lives and experiences and this creates a connection. We set questions: 'Have toys always been the same as the ones we have today?' and 'Are Ipads more fun than Grandma and Grandpa's toys?' Children cannot answer these questions immediately as they don't have enough knowledge about it yet. So we have to unpick the questions. The questions generate further questions.

Two of the barriers to learning faced by our pupils is a lack of parental engagement in their own children's learning and low aspirations. In the 'Toys' topic we ask for grandparents /parents to come into school and talk about the toys they had.

The summer term history topic 'Why was the great Fire of London so devastating?' (Events beyond living memory) and investigating the life of Samuel Pepys (Lives of significant individuals).

Study this in year 1 due to the chronological narrative and teaching from the earliest times.

Y2

Lives of significant women in the past. One of which is local (MT)

One of the barriers to learning faced by our pupils is they tend to have a lack of life experiences beyond the everyday and outside of Billingham. We aim to overcome this by raising expectations of children and opening their eyes to the wider opps beyond Billingham. It is imp for our pupils to see how women have contributed to national and international achievements and show how strong women have influenced our lives. Too many of our parents and pupils have low aspirations, particularly for girls as to future career opps. We use the curriculum to showcase the achievements of women in history and show our girls in particular that they can achieve. Why these 4 women? They had ambitions for change regardless of their origin. Key concept of discrimination.

Boston and local history.

Y3

Teaching British history in chronological order. Therefore start at Stone Age to Iron Age in Y3. Links to science topic on rocks.

Summer term: Romans. Teaching British history in chron order. Build in end of unit Roman day. Parents invited into school and chn showcase their learning. Opportunities for experiences outside of Billingham: Roman Lincoln visit.

Y4/5 B

Anglo Saxons/Scots and Vikings follow Romans in terms of chronology of British history. Anglo Saxons and Vikings are linked together. You cannot teach one without the other. You cannot teach Anglo Saxons for long without mentioning the Vikings. Look at interrelationship between Anglo Saxons and Vikings. For example, Alfred the Great was considered great as he saw off the Viking threat. Why did these different invaders come to Britain?

Key concepts of invasion, taking power, warriors, community and kingdom with Anglo Saxons. Church and monastery, invasion, kingdoms, trade with the Vikings.

Opportunities for experience beyond Billingham: Jorvik Museum in York.

Parents into school to showcase learning on Anglo Saxons and Viking day at end of unit involving parents.

Y4/5 A and Y5/6 A

Mayans

Place events on a timeline from 1100BC to 1500AD. Link back to previous knowledge on the Bronze and Iron Age in British history. Decline of Mayan civilisation began from 800AD (links to Anglo Saxon and Vikings – King Alfred and the Vikings in 886AD). Key concepts: civilisation (class/fairness), culture, religion, empire and settlement.

Crime and Punishment

Study an aspect of local history dating from a period beyond 1066.

Magna Carta and local link to Lincoln Castle.

Chronologically this follows previous history studied as the Magna Carta was sealed in 1215. Opportunity to provide life opp beyond Billinghay in visit to Lincoln Castle. Set out learning at end of topic for parents. Link visit to Lincoln Castle to crime and punishment – its time as a prison from Victoria times. Career opps: police/Government. Key concepts: justice and law.

Battle of Britain. A study of an aspect or theme which extends pupils chronological knowledge beyond 1066. Magna Carta then Battle of Britain. Local link to Lincolnshire and important role the county played in the Battle of Britain and RAF bombing of Germany. Life experiences beyond Billinghay: visit to E Kirkby, RAF Metherringham, Battle of Britain memorial flight or new museum in Lincoln. Career opps: RAF/defence. Red Arrows have previously visited school and STEM ambassadors. Make use of wider local environment for visits and visitors.

Y5/6 B

The development of British society is compared to other ancient civilizations of the Greeks, Egyptians.

Ancient Egypt before Greece in terms of chronology. Children to use key periods from British history studied as reference points to chronology of Anc Egypt. (Stone, Bronze, Iron Age and Romans). The importance of the River Nile has a geography link. Key concepts: civilisation, society, religion and culture.

Egyptian Day at end of unit of work – showcase learning and invite parents into school.

Ancient Greece. Events on timeline from 2500BC to Roman capture of Athens in 86BC. Use key periods in British history as reference points and link to Anc Egypt studied in previous term. Key concepts of democracy (education), trade, civilisation and culture. Career opps Teacher.

Implementation:

- Knowledge builds on knowledge. Strategies for retrieval practice are scheduled into learning regularly with increasing time lags between.
- Knowledge Organisers have been created for each historical topic which outline knowledge (inc key vocabulary) for each topic.
- Lessons for each topic set out progression and depth.
- Challenge questions are provided for pupils to apply their learning in a philosophical/open manner.
- Trips and visiting experts are planned for which will enhance the learning experience.

Impact:

Our History Curriculum is high quality, well thought out and is planned to demonstrate progression. We measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;
- Pupil discussions about their learning;
- Ensuring all our pupils are equipped with historical knowledge and skills that will enable them to be ready for the next stage of their learning in KS3 and providing cultural capital enabling them to be ready for life as an adult in the wider world.