

Our rationale

At Airedale Junior School pupils are given access to the past through structured teaching of important events in the history of Britain, Europe and other parts of the world. They are helped to build a clear chronological framework of the development of societies from ancient to modern times by making links across the different study units. They are given opportunities to investigate local history as well as learning about and interpreting the past using a range of primary sources.

At Airedale Junior School, pupils have excellent opportunities to develop their historical knowledge through outstanding teaching and learning experiences, including visits and workshops. They do this through exploring and understanding important aspects of local, national and world history and the key events and chronology of cultures other than their own.

All pupils have the opportunity to study different themes and issues across time and underpin their understanding of chronological events which are combined with well-planned in-depth studies which ensure that pupils develop a sophisticated and wide-ranging understanding of history and why studying the subject matters.

Excellent links exist between Airedale Junior School, other agencies and the wider community which provide extensive and varied enrichment activities that are fully integrated into the curriculum and are highly effective in promoting enjoyment and achievement in history.

The vibrant and varied curriculum ensures that pupils understand key historical concepts and can confidently articulate the place history has in their own lives, in society and in the modern world.

Aim: Intent

The national curriculum for history aims to ensure that all pupils:

- To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- To 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
- To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Curriculum and Subject Content: Implementation

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

History Curriculum Map

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1 and 3.2	
Year 3	Stone Age				Romans	
Year 4	Saxons and Vikings		Coal Mining	Tudor Monarchy		
Year 5		WWII		Ancient Greeks		
Year 6	Victorians			Ancient Egypt		

Resources

The resources for history topics are organised into topic boxes and include a variety of texts, photographs, posters and artefacts. To supplement this, each half term the class teachers can also request additional books from the Airedale Library service to support their focus topic.

Monitoring and evaluation: Impact

Throughout the term/year a range of monitoring activities are conducted in-line with the schools monitoring calendar such as lesson observations/drop-ins, book/work scrutiny, pupil voice, display audits alongside data analysis. This enables the history leader to constantly monitor their subject area, identify needs for CPD and/or peer support, while keeping abreast of standards in history across school.

Assessment

Assessment in history is based upon knowledge and understanding. At Airedale Junior School we use a range of assessment materials to ensure that children are

making appropriate progress, including assessment tasks, observations and experiments. Pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programmes of study.

Assessment should:

- Assessment should:
- Be formative and summative
- Be used to inform the teacher for future planning
- Promote continuity and progression
- Form the basis for reporting to parents
- Be based on observation, participation and written outcomes

The National Curriculum has no prescribed assessment for history. However, assessments are made towards the end of each unit of work. Ongoing peer critique for group work take place as well as teacher assessments at the end of each unit of work.

Class teachers are responsible for recording achievement of children working below, at or above age related expectations for their age. All staff at Airedale Junior School strive to ensure that our children reach their full potential in history and that they understand and enjoy their experiences. They ensure that tasks are differentiated appropriately to match the needs of all pupils, including those with Special Educational Needs. We have a tracking system within school, to follow and accelerate pupil's progress. The school history coordinator monitors progress through the school by sampling children's work at regular intervals.

Drafted June 2020

Review June 2021