

History at Boundary Primary School



"A people without knowledge of their past, origin and culture is like a tree without roots"

– Marcus Garvey



Intent

History has always been held in high regard at Boundary Primary School. Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Boundary is carefully planned and structured to ensure that current learning is linked to previous learning, building and developing pupils' skills and knowledge. In line with the national curriculum, our curriculum at Boundary aims to ensure that all pupils gain a coherent knowledge and understanding of local heritage, Britain's past and that of the wider world and helps to stimulate pupils' curiosity. Pupils have opportunities and are encouraged to develop enquiry skills by asking perceptive questions, thinking critically, analysing evidence and developing evaluation skills and judgement.

Implementation

History is taught twice in each year group throughout the year, so that children achieve depth in their learning. The key skills children need to learn have been identified through the Chris Quigley milestones and the children's knowledge journey follows Key Stage History. We have planned the curriculum with a few substantive concept themes in mind; British History chronologically (KS2), lifestyles, empire and significant individuals (relating to Blackpool and Black History Month).

- Lifestyles: Stone Age, Ancient Egypt, Ancient Greece, Mayans, Black and British
- Empire: Remembrance, WW2, Romans, Anglo-Saxons, Vikings
- Significant individuals: Louis Braille, Mary Seacole

In the Summer term, each year group then takes part in Boundary's Heritage Day where we focus on our local history.

Children use their substantive knowledge about relevant historical context to learn about how historians study the past and construct accounts. Our enquiry

based curriculum supports the children to learn about how historians find out about the past and how they use their findings to construct meaning.

At the end of each unit, teachers assess children on Arbor through the Chris Quigley and National Curriculum objectives.

Impact

Outcomes display a broad and balanced history curriculum and demonstrate the children's acquisition of key knowledge. Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of local history, Britain's past and that of the wider world.

The school is a recognised 'Heritage School' through our on-going collaboration and links with Historic England. Boundary has an annual 'Heritage Day' where all year groups discover significant events of Blackpool's rich past.

We also achieved the History Association Gold Mark.

Assessment

The use of Chris Quigley's milestones through four separate key thresholds to show progression in their work across all year groups

In class assessment, where the teachers monitor pupils' knowledge and skills through written work and the children's use of historical language (using key vocabulary picked out for each lesson)

Children complete an end of unit assessment, which is where they are given a task to show their learning from that specific topic

What does History look like throughout the school?

EYFS:

The EYFS follows the 'Development Matters in the EYFS' guidance which aims for all children in Reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the

academic year. EYFS have three key questions: How have I changed since I was born?, Why do we wear different clothes during the year? What are our favourite celebrations each year?

KS1:

In KS1, the historical focus is on the world around them and their living memory of history, before moving to events that go beyond living memory. To make this link, Year 1's unit is called 'Toys'. During this unit, they first focus on their living memory of toys, before they go beyond living memory. The curriculum also gives the opportunity to study and compare significant people from around the world. This will ensure a firm foundation and understanding of history ready for KS2.

KS2:

By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to Vikings. They are able to draw comparisons and make connections between the lifestyles of different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilizations of Greece, Egypt and the Mayans.

SEN:

Boundary believes all children should have an equal opportunity to be fully included in the learning of History. Lessons are designed for all pupils to access the national curriculum and support is given through differentiated texts and ways of recording learning and additional adult support.