

Our teaching approach to history.

Intent

At Banks Lane Junior School, we intend to engage, inspire and challenge our pupils to consider different interpretations of the past through our history curriculum. Our pupils leave us in Year 6 with a coherent, chronologically-secure understanding of Britain's past (including significant changes for our local area) and that of the wider world. We intend to encourage curiosity, highlight connections between the different content studied and make meaningful connections to the present day.

1. The Curriculum: What do we teach, when and how?

There are nine areas of history outlined in the KS2 National Curriculum. We have divided these so there are exciting topics spread across each year group, three covered in Year 3, two in Year 4, three in Year 5 and one in Year 6 (with chronological links between each year group) with a review and revise session to ensure a sound transition to KS3. Although this suggests that there will be no history taught in certain half terms, we know that some topics will take longer and there will be certain whole school or standalone history lessons (e.g. Black History Month, Armistice Day etc.) History is especially brought to life during our special history days and field trips for example to the air raid shelters in Stockport.



	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 3		Changes in Britain from the Stone Age to Iron age <i>Resource pack and visit from University of Manchester</i>	Ancient Egypt (achievements of the earliest civilisations, including an overview of where and when for Ancient Sumer, Indus Valley, Ancient Egypt and The Shang Dynasty of Ancient China) <i>Egyptian Day</i>			Study of Ancient Greek life and influence on Western world <i>Greek Day, including Design and Technology food links</i>
Year 4	Roman Empire and its impact on Britain (plus link back to Year 3 work)			British settlement by Anglo Saxons and Scots (link to Year 5 work)		
Year 5		Vikings and Anglo Saxons struggle for England (plus link back to Year 4 history) <i>Viking Day</i> A non-European society that provides contrasts with British history (early Islamic/Baghdad, Mayan, Benin all AD 900, so makes sense to compare with Vikings, 790s-1066)			Local history study – tracing how the national history is reflected in the locality (industrial revolution, Samuel Oldknow, comparing Stockport and Conwy) <i>Stockport walk and Conwy residential</i>	
Year 6			World War 2 – Battle of Britain (significant turning point in British history, aspect of British history beyond 1066, start with overview of wars and battles since 1066, link to Year 5 history) <i>Air raid shelters trip</i>			Review and revise History at KS2

2. SEND and inclusion.

We want all of our learners to be part of all history sessions both inside the classroom and on external visits in order to develop a natural curiosity about British history and the wider world. As with other subjects, teachers work extremely hard to remove all barriers to learning during history lessons. Some examples of how our teachers achieve this are as follows:

- Modelling how to complete tasks.
- Targeted questioning and support with particular learning tasks.
- Clear lesson structure and steps to success.

- Use of WAGOLLs (What A Good One Look Like) to show the expected end product.
- Images and videos used to stimulate discussion and make ideas relatable.
- Working walls provide key vocabulary, timelines and worked out/annotated examples.
- Revisiting learning through 'can you still?' activities.

3. What would you see in the classroom?


HISTORY KNOWLEDGE WALT: understand about daily life in Viking times
HISTORY SKILL WALT: deduce information from artefacts

During this lesson, we used our collaboration skills to mix, pair and share facts about Viking life. We then thought about how we know all these 'facts'; how do we know what life was like in the past?

After discussing sources of information and evidence, we looked at photos of artefacts and thought like historians and archaeologists. What does the evidence tell us?

Answer these questions for each artefact. Remember to explain your reasoning:

- 1) What do you think the object is?
- 2) Who do you think would have used it?
- 3) What is it made of?
- 4) What can it teach us about Viking life?



Artefact 1
Artefact 2
Artefact 3
Artefact 4

Reflection question:
If people make different interpretations of the past using artefacts and other sources, can we really know what life was like for the Vikings? Explain fully.

Whilst each classroom is naturally different, there are clear consistencies across the school and year groups. Where possible, every classroom features a humanities working wall where key chronological information, learning points and vocabulary are displayed for the current historical topic. The children can collaborate or share ideas as a class or produce key questions to answer throughout the topic. Working walls are often referred back to as a tool to embed key vocabulary and to serve as a reference point during lessons.

Each lesson focuses on a particular learning objective or WALT (We Are Learning To), which is referred to throughout, to ensure all students are able to comprehend and make progress within each historical topic. Throughout each topic there is a range of teaching and learning activities to allow all students to access and take part in every lesson. These include using physical props as artefacts to promote historical intrigue and focused discussion, video clips and group activities to help build chronology and to visualise new

and unfamiliar concepts. Communication and collaboration are key learning powers that help strengthen the quality of each history lesson across the school. All lessons include opportunities to stretch and deepen understanding of the most independent learners whilst allowing support to be available to those who require it.

4. Assessment: How do we know how the children are doing? How do they know?

Each history topic uses an overview of key learning objectives that link to the core ideas for the subject. Each lesson will focus on a particular learning objective that can be assessed. Assessment is made through the quality of written work completed in books, engagement and contributions in whole class and group discussions and through end of topic reflection pages. Assessment is also carried out through regular marking, read and respond questioning to test understanding. As well as this, there are several assessment strategies used within each lesson such as: showing answers on whiteboards, direct and indirect questioning, teacher led discussions and retrieval questions. All of these strategies allow our teachers to confidently assess students' abilities in the subject and allow students to identify their own areas of improvement as each topic develops.

History Topic Overview and Knowledge Organizer

In our History topic (building on our Year 4 unit on Anglo-Saxons) we will be learning about the Viking and Anglo-Saxon struggle for the Kingdom of England. We will explore the raids and invasions, and discover more about Viking life and culture, especially during our Viking Day. This topic will also link with our work in English on Bjorn the Brave sagas, Lindisfarne diaries, Viking gods and Battle of Hastings newspaper reports.

	E	M	X
Vikings and Anglo-Saxons - topic skills/knowledge			
I can place events, people and changes of British and European history on a timeline and know who the Vikings were and when and why they raided and invaded Britain.			
I can devise my own historically valid questions about similarities, difference and significance by learning about some Anglo-Saxon kings and how they fought against the Vikings.			
I understand how some societies are very different due to changes or challenges at the time by learning about the later Viking raids, King Ethelred II and the introduction of Danegeld.			
I understand the complexity of people's lives in the past by using artefacts to infer information about Vikings' lives.			
I can see the relationship between different periods and the legacy by learning about the Anglo-Saxon legal system and similarities to the modern legal system in Britain.			
I can use key historical knowledge in structured written responses and can carefully select relevant historical information, considering different viewpoints by writing a diary of the Lindisfarne raids and a newspaper report on the Battle of Hastings.			
KEY VOCABULARY			
I can use precise historical words: raid, invade, kingdom, justice, legal system, runes, Danegeld.			

5. How does our history Lead monitor, evaluate, and improve the teaching of history across our school?

Our history lead uses the guidance set by the national curriculum in conjunction with our core ideas to ensure that we are teaching history in the most modern, effective and inspiring way. Leaders attend local authority network days where sharing of 'best practice' is brought back to school to ensure the quality first teaching of History. Leaders use learning walks and observing class teaching to ensure a consistency of approach across the school.



6. Cross curricular links, enrichment and the community.

History is supported with strong cross curricular links within English and reading, in addition to geography. Students are able to make connections through whole class reading texts and independent writing tasks that link to our history topics. Geography is very closely linked across all year groups with field trips and local area fieldwork encompassing history objectives. Year 3 visit Poole's Cavern and the local area of Offerton. Year 5 study local history and the industrial revolution in Stockport and year 6 visit the Stockport Air Raid Shelters and museum. Using Stockport's rich local history helps to foster students historical intrigue and enquiry.

History enrichment days also play a big part in how the subject is brought to life across our school and developed through multiple lessons. This is evidenced through written and practical lessons such as art and Design and Technology where students produce work that links directly to their current history topic.

