

	Becket Primary School Curriculum Statement for the teaching and learning of history			
Intent	Becket school was built on a social-housing estate established in the mid-1980s on the outskirts of Weston-Super-Mare- a once fashionable Victorian seaside resort; now an area of mixed economic demographics. Attitudes of the children are formed from their own limited experiences within the community and they can lack awareness of the wider community and locality, including the wider issues of migration and diversity which can be found in Bristol. It is our aim as a school to widen children's understanding and acceptance of different cultures both nationally and internationally and with a local focus, where appropriate, of the role that Bristol played in the changing diversity of its environment and population. This includes Worlebury iron-age fortress, Roman Bath to slave trade Bristol and Victorian Weston-Super-Mare. Children are encouraged to reflect, debate, discuss and evaluate the past and to raise their own questions of dilemmas from the past whilst developing an open-mindedness about the actions and decisions of people in history. Our curriculum provides opportunities to build cultural capital through exposure in lessons to life skills such as British Values, tolerance and empathy. These skills will enable children to become well-rounded members of society in preparation for later life and to gain a better understanding of the world in which they live.			
Underpinned by:	Chronological understanding	Knowledge	Vocabulary	Questioning
	Pupils at Becket will develop a chronological understanding of history through spiralling common themes and patterns as they move up the school. These themes are: monarchy, democracy, empire and legacy. Timelines and comparisons between time periods will continue to help cultivate their understanding.	At Becket, a range of historical periods will be studied with a focus on legacy, monarchy, democracy and empire. The overarching theme of legacy will help our children to explore the process of change, diversity of societies and enable the children to make connections with today's world and the past.	Children will understand and use appropriate subject specific vocabulary through the continual use of knowledge organisers and displays. This vocabulary will build on previous years to embed and strengthen understanding.	Questioning is essential to help pupils at Becket develop their curiosity of the past.
Implementation	Local Links	External stimuli	Sources of Evidence	Thoughtful questioning
	Whilst studying areas in history, links will be made to the local community to aid the children's sense of understanding and develop their perspective. These will conclude working with Worle History Society and local visits to historical sites and museums.	The children's knowledge and understanding will be developed through trips, visits and visitors. These opportunities will also help to encourage a curiosity and wonder of history and how the world has grown and changed.	The children will have the opportunity to examine both primary and secondary sources to help develop their curiosity. They will be encouraged to discuss the reliability of sources to help build methods of historical enquiry. Sources may include: hand-held artefacts, photos, recounts and secondary information sources.	Children at Becket will be encouraged to think critically and to ask perceptive questions to help broaden their understanding and to reflect on the past. Thoughtful questioning will enable them to challenge reliability of sources, make considered judgements of the past and to develop their understanding of society now.

	Pupil interviews	Evidence in knowledge	Evidence in skills	Breadth and depth
Impact	<p>During pupil conferencing, children spoke enthusiastically about their history lessons and demonstrated a curiosity in what they had explored. They eagerly expressed what they had learnt, and what they would like to find out more about. The pupils were able to use subject specific vocabulary when discussing their topics. Children were able to make links with their present learning to previous learning and knowledge they had obtained. Older years children were able to make links to the historical periods they had studied with how society is today.</p>	<p>Children made connections between the areas they had studied and were able to use subject specific vocabulary to articulate their ideas. They can find similarities and differences between different themes. Children are developing their critical thinking and are making judgements on the historical sources they have examined. Additionally children are building on their chronological understanding through the use of timelines, and starting to use their historical knowledge to make links between topics studied.</p>	<p>Monitoring has shown that the children can analyse and interpret information, and are using this to question and discuss its impact on today's societies. They are developing their understanding of primary and secondary sources, and their reliability, which is impacting their critical thinking.</p> <p>It has also shown that, through the spiral curriculum, the children's breadth of knowledge of past historical events and topics is expanding. The children are also using subject specific vocabulary to convey their understanding of the past.</p>	<p>Our spiral curriculum allows opportunities for children to build upon concepts that they have studied in previous years. For example Years 4 and 5 both focus on the concept of democracy. The overarching theme of legacy enables all year to discuss and explore the impact of previous societies. Children will examine the changes in history and its impact on culture and society.</p>