



BENGEWORTH CE ACADEMY

HISTORY POLICY

2024 - 2025

September 2024



Bengeworth
Multi Academy Trust

Brilliant People • Better Schools • Bright Futures



STATEMENT OF INTENT

Curriculum Intent

At Bengeworth CE Academy, we provide a broad, balanced and knowledge rich curriculum which is underpinned by our values, core beliefs and an education for global citizenship taught through our Global Themes. Our intent and vision intends to:

'Develop aspirational, confident learners and leaders of the future who have a deep understanding of the world around them and the impact they can have on it.'

It is our intention that our children are provided with inspirational learning experiences that will ignite sparks within the children and enable them to develop and build upon their long term memory by making links and connections that enable them to know and remember more. As confident, articulate and happy individuals we intend for our children to achieve academic excellence and who consider themselves as leaders within their own right. Leaders who can and will have an impact on the world around them.

Our Global Themes are:



Power and Governance



Peace and Conflict



Human Rights



Sustainable Development



Identity and Diversity



Social Justice and Equity

Through a deep respect of the traditions of each unique subject, our curriculum recognises the identity of the disciplines that are studied. We have taken great care to design a well-sequenced, well-specified and ambitious curriculum for all children to access, ensuring our values and global themes underpin it. We consistently strive to ensure that the curriculum is exciting and challenging and reflects and nurtures children's interests, needs and celebrates the many successes of our children.

Links between subject disciplines are made to ensure there is an engaging and relevant context within which to learn and globally themed questions are used as the driving forces for each half-term/term's focus. We strongly believe that the relationship between education and learning should not be shaped by narrow outcomes but that it should serve another purpose; *a whole education, not defined solely by what is measured, but what is experienced, felt and used.* Through our Global Themes' curriculum we are providing children with the skills needed to understand, challenge and tackle the social, political and economic challenges that are moving rapidly towards us.

SUBJECT INTENT

Subject Intent

Our aim, through our ambitious, knowledge rich curriculum, is to enable children to become confident historians who recognise that it is from the past, that we understand our current place in the world as well as influencing our future. History plays a pivotal role within our global themed curriculum through which our pupils develop their understanding of chronology, causation, and continuity and change as well as a deeper understanding of the role they play within the local community as well as globally. We aim to provide children with opportunities that empower them to ask questions, challenge and interpret the past, as well as make links and connections, further empowering them to think critically about political, social, religious and economic events that have had a significant impact.

There are four sub-strands within our history curriculum:

- To investigate and interpret the past
- To build an overview of world history
- To understand chronology
- To communicate historically

The specifics for what each sub strand entails are detailed in the BAD (Basic, Advanced, Deep understanding) grids.

Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- DfE 'Statutory framework for the early years foundation stage' 2021
- DfE 'history' programmes of study: key stages 1 and 2' 2013

IMPLEMENTATION

Our curriculum is translated over time in the classroom following a structured approach. Detailed topic overviews, highlighting the substantive and disciplinary knowledge and vocabulary to be taught have been developed for each subject. These overviews reduce workload, enabling teachers to spend more time thinking about how each lesson can be effectively enacted in their classroom to support the specific context of the classes.

Each lesson begins with a prior learning review, where children are supported in activating prior knowledge and to make connections between their learning. We have an emphasis on explicitly teaching vocabulary, and each lesson includes the introduction, oral rehearsal, and engagement with key vocabulary (e.g., I say, you say, we say, Star Word etc). Key vocabulary is contextualised throughout the lesson, including through the use of Topic Warmers and children are given opportunities to apply new words. Our teachers use the following principles of cognitive science when planning lessons to enable **all** pupils to access the knowledge, skills and vocabulary needed to succeed:



Core concepts, explicit vocabulary and substantive and disciplinary knowledge have been mapped progressively. Lesson content is planned accordingly to ensure full coverage of these core concepts:

Progression Documents: [Progression of Knowledge, Skills and Vocabulary](#)

Progression snake: [Progression Snake](#)

Subject Delivery:

Subject Delivery and Frequency	<i>3 - 4 lessons per half term</i>
Planning Expectations	<i>History sequence followed</i>
Learning Environment	<i>Timelines. Global theme, key enquiry question and topic vocabulary displayed on Learning Journey display</i>
Resources	<i>It is expected that all staff will utilise timelines within every lesson and make reference to the global theme, key enquiry question and topic vocabulary.</i>

IMPACT

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills and knowledge. Pupils will therefore be expected to leave Bengeworth CE Academy reaching age-related expectations or higher across the curriculum.

Assessment and Reporting

To continually improve the impact of the curriculum and evaluate pupils' learning to ensure children 'Know more and Remember more', formative and summative assessments are carried out in line with the knowledge and skills progression documents across all subjects.

Formative assessments are conducted regularly using a wide range of [retrieval strategies](#) to check for understanding and monitor pupil's learning throughout lessons which provides teachers and children with information about progress and analysis of deliberate retrieval practice.

Summative assessments are conducted to ensure pupils' are making progress over time, to assess what pupils have learnt and the depth of that learning. Depth of knowledge is then assessed through end of unit assessments and subject portfolios (books & SeeSaw).

Subject Specific Assessment

Formative Assessment	Summative Assessment
Entry / Exit Tickets Socratic Quizzes Brain Dumps Show Me Boards Speak Like An Expert Explanation Tasks Retrieval Grids	End of topic assessments, e.g. Entry ticket/exit ticket, Kahoot quiz, etc BAD Assessments (Annually)

Monitoring and review

- This policy will be reviewed annually by the subject leader and the Leadership Team.
- Any changes made to this policy will be communicated to all members of staff.

The scheduled review date for this policy is **September 2025**

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