



History Policy

Intent

At Brookdale Primary School, we teach history to provide the children with an understanding and appreciation of Britain's past, and that of the wider world. Our curriculum should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to understand the complexity of people's lives, the process of change, the diversity of societies and the relationship between different groups. We intend on delivering a curriculum which:

- Know and understand the history of the UK, and how it shaped the world, as a coherent, chronological narrative, from the earliest times to the present day.
- Know and understand significant aspects of the history of the wider world, such as ancient civilisations; empires and past non-European societies
- The children are taught about significant historical events, people and places.
- Specific historical periods are taught chronologically across Key Stage 2
- Changes over time are explored to help children develop an understanding of change, chronology and human achievements over time.
- Deploy a historically grounded understanding of our school Golden Threads.....
- Understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use these to analyse.
- Understand the methods of historical enquiry such as using evidence to support arguments.
- Gain a historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history, and past, present and future.
- Encourages children to express their thoughts and learning verbally, through writing, and visually.
- Develops and compliments children's cultural awareness of different times and places, beliefs and lifestyles.
- Helps children to develop a respect for the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences.
- Engages all children and entitles them to the same high quality level of teaching and learning opportunities.
- Provides equal opportunities for children to apply their skills and knowledge to other subjects (cross-curricular links).
- Is in line with the expectations in the National Curriculum 2014.

The intent of the History curriculum is outline and detailed in the History Progression Map and Knowledge Organisers.

Implementation

EYFS

In the Early Years Foundation Stage (EYFS), early historical skills relating to time, people and communities are part of the specific area Understanding the World.

Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others and among families, communities and traditions.

The children are given the opportunity to work individually and collaboratively with others, and to look at and handle artefacts.

Years 1 to 6

- Children are taught about a range of historical periods, civilisations and concepts. Through a cross-curricular approach, including Big Questions and the Power of Reading texts, this knowledge is explored in a cohesive and relevant way.
- Through Years 1 to 6 children are taught to use a variety of source materials and to use writing, reading, discussion, diagrams, photographs, artefacts and technology to develop and share their ideas and understanding.
- A History (and Geography) exercise book is used for children to record their learning, and to provide the opportunity for children to review and revisit their ideas.
- History lessons help children build up their chronological understanding, historical knowledge, interpretations of history and historical enquiry skills.
- At the beginning of each topic, a knowledge organiser is stuck into their books. This knowledge can therefore be revisited regularly.

Impact

- The subject leader is responsible for reporting on standards in history across the school to the governing body.
- Children are encouraged to assess and evaluate their own work at the end of each unit to help them appreciate how they can improve their own performance and what targets they would set themselves in the future.
- Teachers in Year 1-Year 6 can keep on-going notes on subject assessment sheets. These notes, the children's books, displays, Big Question outcomes and photographic evidence may all be used to help inform teacher judgements at the end of the academic year (see assessment policy).
- Foundation 2 staff make summative judgements termly by entering data into Tapestry and internal tracking sheets.
- Progress and achievement in History are passed on to parents and carers at open evenings and in the annual report.