

Brinsworth Howarth Primary
School



History Policy

January 2023

History Curriculum Statement

History Intent

At Brinsworth Howarth Primary School, we are **Historians!** We want our children to love history! we strive to inspire our children to become young historians and promote a curiosity and secure understanding about Britain and the wider world's rich and exciting past.

We are ambitious with the opportunities that we provide: teachers aim to equip each child with the vital background knowledge required to ask perceptive questions, think critically, weigh evidence sift arguments and to develop perspective and judgement. This ensures that each child, including SEND children, gain the cultural capital they deserve in order to play an integral part of our community.

Our aim is to ensure that by the end of each key stage, children have a long-term memory of a purposeful body of procedural and semantic knowledge. Our students will be able to relate previous learning to their current studies in order for their knowledge of the past to be strong and meaningful.

Through deep questioning and high-quality history subjects, our children will leave Brinsworth Howarth being able to understand the complexity of people's lives and the diversity of societies. By effectively communicating their ideas about the past, children will demonstrate their understanding of how the past has helped to shape our world today.

History Implementation

History is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Mayans.

Planning is informed by and aligned with the national curriculum. In addition, staff have worked closely to write our own history curriculum, which ensures that key historical concepts and skills are taught in a progressive and cohesive way. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

History in the Early Years (EYFS)

In Nursery and Reception, all children are taught history as an integral part of the learning covered during the academic year. All historical objectives within the EYFS are underpinned by the objectives of the early learning goals (ELGs). The history curriculum in the EYFS enables children to:

- Talk about past and present events in their own lives and in the lives of family members.

- Know that other children don't always enjoy the same things, and are sensitive to this.
- Know about similarities and differences between themselves and others, and among families, communities and traditions.

In planning and guiding children's activities, our teachers constantly reflect on the different ways that children learn and this is seen in their practice. It allows the teaching staff to provide all children with rich historical opportunities through playing, exploring and active learning. Children are continually encouraged to make meaningful connections in their learning

History Impact

Outcomes in topic and literacy books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge and skills. Through this study, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. The impact of this history 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. Children are expected to leave Brinsworth Howarth reaching at least age-related expectations for history. Our History curriculum will also lead pupils to be enthusiastic historians, evidenced in a range of ways, including pupil voice and their work. Upon leaving Brinsworth Howarth Primary School, children will be equipped with the skills, knowledge and understanding to confidently continue their history learning journey.

Teaching and Learning

Across the whole school, there are four key historical learning strands that the children will explore over the course of their education at William Patten –

- Cause and consequence
- Historical interpretation.
- To understand chronology.
- Historical enquiry

As pupils develop these skills in a range of contexts, so too will they develop the ability to be independent learners, using the key historical skills they have gained to analyse, question and compare sources of evidence to form their own judgements about the past. Learning from these strands helps children to foster an enthusiasm and sense of curiosity about the past, encouraging pupils in their first steps towards being life-long learners. The learning intention for each lesson is informed by the national curriculum 2014 and children are guided towards this within each lesson through the use of success criteria. Teaching and learning in history is supported by a wealth of resources, including access to the Hamilton scheme and the history association's online platform. The school is also able to access expertise through its link with Historic England, as well as members of the school community with specialist skills and knowledge

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's historical enquiry skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Strategy throughout a unit, alongside specific and measurable LIs for each lesson with child and teacher review of the agreed success criteria.