



History Policy

Why

At Brookdale Primary School the curriculum is designed to **include, inspire, engage and nurture** our children to achieve and flourish as citizens of today and the future; encouraging children of all ages to think deeply about the past, present and future of our community and the wider world.

We believe that teaching and learning in History promotes practical, engaging and high-quality learning, providing children with knowledge about the past. The purpose of historical education is to give all pupils, irrespective of gender, culture, ability or aptitude, the skills, concepts and knowledge necessary for them to 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. Our inspiring and engaging History curriculum engages children in historical enquiries, which develops children's historical skills, with identified key knowledge, technical vocabulary and skills that build on previous learning.

How

Our History curriculum **includes, inspires, engages and nurtures** our children's interest in and enjoyment of History, in line with National Curriculum expectations, through

- practical and engaging lessons, with identified key knowledge, technical vocabulary and skills that build on previous learning;
- knowledge and understanding of the history of the UK, and how it shaped the world, as a coherent, chronological narrative, from the earliest times to the present day;
- knowledge and understanding of some significant aspects of the history of the wider world, such as ancient civilisations; empires and past non-European societies;
- exploring changes over time to help children develop an understanding of change, chronology and human achievements over time;
- exploring historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance;
- using different methods of historical enquiry such as using evidence to support arguments;
- making rich connections through Year Group Big Questions that develop a deeper thinking about the applications of scientific knowledge;

- providing equal opportunities for children to apply their historical knowledge to other subjects, (cross-curricular links).

EYFS –

In the Early Years Foundation Stage (EYFS), it is our intention to enable children to encounter different experiences in order to broaden their understanding of the world. These objectives are set out in the Early Learning Goals which underpin the curriculum planning. The range of experiences encourages children to make connections between areas of learning and to understand what is around us.

Years 1 to 6 -

- Through Years 1 to 6 children are taught following chosen units from the Plan Bee History scheme of work.
- This Programme of Study sets out learning in personal, national and global contexts.
- This spiral curriculum is offered to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.
- The children have journals in which they record their work. This may comprise of journaling, completed activities, photographs or the children's group work.

What

- Children know more and remember more as they progress through school.
- Children have built up knowledge and skills they can talk about and demonstrate.
- Children know about the world around them and are respectful of others.
- Children are able to talk about key vocabulary and learning from subject Knowledge Organisers.
- Journals, on-going teacher observations and any end-of-unit assessments are used to help inform teacher judgements at the end of the academic year (see assessment policy).
- Progress, achievement and effort in History are passed on to parents and carers at open evenings and in the annual report.
- Our bespoke Deep Dive process ensures that the subject leadership team can report on standards in History across the school to the governing body.