



Intent, Implementation and Impact statement

Subject: History

Intent:

At Bramley Park Academy, we believe History is an important part of children's development throughout school, right from an early age. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to develop a love for history. We intend on delivering a curriculum which:

- Develops a deepening understanding of history - chronologically, socially and politically
- Places historical events in the correct context and to interpret them reflectively
- Gives an understanding of the range of evidence available for the study of history, and how they can be used to analyse and interpret historical information
- Fosters a love of learning and curiosity about the past, both in Britain and in the wider world, and to share the lessons historians have learned from the study of past peoples and events
- Gives each pupil a chance to **BELIEVE** in themselves as historians and develop the power of resilience and can **PERSEVERE** when faced with challenges
- Engages all children and entitles them to the same quality of teaching and learning opportunities, striving to **ACHIEVE** their potential
- Provides equal opportunities for children to apply their historical knowledge to other subjects (cross-curricular links)

- Is in line with the expectations in the National Curriculum 2014.

Implementation

- History is taught in a cross curricular approach throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout the curriculum have been mapped to ensure progression between year groups throughout the school.
- At the beginning of each new history topic, teachers refer to classroom timelines to develop children's understanding of chronology. Each topic is introduced with reference to the chronology of previous topics (including those from previous years). Knowledge harvests are used at the beginning of topics to check existing knowledge. This process informs a programme of study that is responsive to children's interests.
- Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. 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 Egyptians.
- Cross curricular outcomes in history are specifically planned for and these are indicated on the school's progression mapping. The school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified and embedded in practice. Visits to the local area and use of local artefacts support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills.

- Planning is informed by and aligned with the National Curriculum. The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. Teachers cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge.
- Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.
- All knowledge, vocabulary and skills will build from the Foundation Stage into KS1 and KS2. Children in our Nursery and Reception class (EYFS) follow our bespoke curriculum merging 'Development Matters' and 'Birth to 5 Matters' I can statements to cover objectives in the curriculum area of 'Understanding of the World.' Children at the end of the year will be assessed against the Early Learning Goal for People, Culture and Community, The Natural World and Past and Present'. Children will be given time to explore the concept of past and present in their own lives and through stories about people and events in history.

Cultural Capital

- Every child and family who joins our setting will have their own knowledge and experiences that will link to their culture and wider family. This might include: languages, beliefs, traditions, cultural and family heritage, interests, travel and work.
- Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work.
- Cultural capital gives power. It helps children achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is

having assets that give children the desire to aspire and achieve social mobility whatever their starting point.

- At Bramley Park Academy, children benefit from a flexible curriculum that builds on what they understand and know already. We believe that exposure, not only to culture but also to situations in which the children might not have previous experiences of, is of paramount importance to their ongoing successes.
- Gradually widening children's experiences as they progress through school is an important step in providing rich and engaging learning across the curriculum. We plan carefully for children to have progressively richer experiences in nursery and beyond. These include trips to the local park, shops and visits to places of worship, museums, sports and music venues just to name a few.

Impact

- Outcomes in topic and literacy books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge.
- Emphasis is placed on analytical thinking and questioning and children demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. Through this study pupils ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- History assessment is ongoing in order to inform teachers with their planning, lessons and differentiation. Summative assessment is completed at the end of each unit in order to track progress and make middle leaders aware of the skills that require further improvement or embedding.

- Following the schools Quality Assurance monitoring cycle, history is monitored across all year groups following a range of strategies such as lesson observations, pupil voice and lesson observations.