History Policy

Policy reviewed by: Emily Roebuck

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1. Subject Statement

Intent

History is held in high regard at Bramley Park Academy. The history curriculum at Bramley Park Academy draws from and makes full use of the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Bramley Park Academy is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.

In line with the national curriculum 2014, the curriculum at Bramley Park Academy aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

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. The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

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.

2. Teaching and Learning

- The history curriculum is mapped to ensure alignment with the national curriculum in both subject content and stated programmes of study.

- Key knowledge has been identified in our knowledge organisers which are available in children's books and on teacher's slides for children to refer to daily.

- Key skills have been informed by the stated programmes of study and teachers use these to ensure progression through the year groups.

- Lessons are planned using composite and component questions to enable children to answer questions about their topic. Children work to answer their component questions over the term to answer a larger question by the end of the topic. Children will develop their enquiry skills and develop the ability to analyse, question and compare sources of evidence to form their own judgements about the past. The organisation and implementation of the history curriculum will help children to foster an enthusiasm and sense of curiosity about the past.

- All KS1 and KS2 classrooms have a timeline available in their topic books and slides which is used to develop chronological understanding. These are referred to at the start of each topic.

- As part of the introduction to each new history topic, teachers review what the children know already and identify what children would like to learn, to inform the programme of study so that it takes account of children's interests.

- A working wall will be used to support and celebrate learning, throughout each unit of work and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary. Working walls are updated termly. They also contain a timeline to show the chronology of the period of time which the children are currently studying and previous topics.

- The learning objective and success criteria are shared at the beginning of the lesson and reviewed by children at the end. Children and the teacher assess the learning objective using the assessment grids at the back of the children's books to identify next steps and set targets.

- Key knowledge is reviewed by the children using assessment grids and rigorously checked and consolidated by the teacher at the end of each unit of work.

- Teaching and learning in history is supported by a wealth of resources. Each class has access to a topic box which is full of related class texts related to the topic both fiction and nonfiction. These books are used to support the teacher's planning. These books are also used in guided reading sessions. They are also available for the children to access in the topic area and reading corner.

- Learning outside the classroom is planned for and embedded in practice and this, as well as the key knowledge and skills, is progressive throughout the school.

3. Assessment

- Assessment for learning is continuous throughout the planning, teaching and learning cycle. It 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, including interactive marking to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.

- Book moderation and the monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners

- Use of the knowledge harvest grids at the beginning of each topic

- Child and teacher review using assessment grids at the end of each lesson

- Teachers use the assessment grids to determine whether a child is meeting ARE expectations in History. The teacher awards a child a corresponding sticker which is stuck onto the child's book 'Believe' (below ARE) 'Persevere' (Just below ARE) or 'Achieve' (ARE). The teacher uses these judgements and analyses the percentage of ARE children in the class. These percentages are tracked on a school curriculum document to ensure children at Bramley Park Academy are in line with National averages.

4. Planning and Resources

- Existing history resources are stored centrally in the Humanities Resource Area and are organised into topic themes, which are clearly labelled. These are kept in a central store, where there is a box of equipment for each unit of work.

- The library contains a good supply of history topic books to support children's individual research. We also use the School Library Service box to hire artefacts and books to support specific units of study.

- Class teachers are encouraged to have a topic table for each of the history schemes of work where books and other artefacts are displayed and easily accessible for children, alongside the history working wall. Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each topic. These are identified on the composite and component progression map.

- Teachers provide a topic overview, which also states the key vocabulary for the unit and this is displayed on the school website and sent to parents. The programme of study and the explicit links to the 2014 National Curriculum are highlighted. Cross curricular links are also identified.

5. Organisation

- The history curriculum will be delivered as part of a cross curricular curriculum. This allows children to enhance their knowledge of history and develop related skills through focused daily learning.

- This model also promotes the children in being able to achieve a greater depth of understanding of each topic.

- The History Knowledge and Skills Progression Map documents the extent to which knowledge and skills are progressive. This also ensures that the history curriculum utilises cross curricular links, which are also mapped, as well as how the context of the school and its location are considered at planning level.

6. EYFS

- Early years explore historical themes in line with the EYFS framework under the Understanding the World area of learning.

- 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. The key knowledge and skills in reception provide the foundation to learning and topics in Y1.

- They are assessed using our bespoke curriculum statements taken from Development Matters and Birth to 5 Matters.

7. KS1 and KS2

- During Key Stage 1, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They start to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

- They demonstrate a growing confidence and accuracy when using commonplace historical vocabulary. Through literacy and drama, children become able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

- Children start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented.

- Children are taught to identify changes within living memory, by examining how toys and entertainment have changed within living memory and what this reveals about changes in national life.

- Children also investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time (including technological advances). As part of this focus children will study the Great Fire of London.

- Children will also study the lives of significant individuals in the past who have contributed to national and international achievements; the specific individuals studied will link to and support cross curricular work.

- In Y1, the key individuals will relate to the British monarchy - Queen Elizabeth the second.

- In Y2, as well as focussed studies - Florence Nightingale

- Children will learn about significant individuals during the time of the great fire of London, including Samuel Pepys.

- As part of our study of significant historical events, people and places in their own locality, we will look at the history mining in the local area of Bramley. They will also study the history of the local mills in the area.

- Throughout Key Stage 2, pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

- This sense of understanding of chronology will be referred to throughout this Key Stage so that children become secure in their understanding of important historical events and eras, trends over time and develop the appropriate use of historical terms.

- Children will regularly address and be encouraged to devise historically-valid questions about change, cause, similarity and difference, and significance.

- Children will learn to select, organise, review and present relevant historical information. Children will begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated.

- Progression, through this Key stage, will allow pupils to understand both the long arc of development and the complexity of specific aspects of the content.

- During this Key Stage, children are learning about the changes that happened in Britain from the Stone Age, through the Bronze Age to the Iron Age. They will also learn about the Roman Empire and its impact on Britain; both in the short term and to the present day.

- This study will be followed by an investigation of Britain's settlement by the Anglo-Saxons and Scots culminating in a study of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

- We will study these periods of history in a broad chronological order, to help support children's understanding of chronology and trends over time.

- We will study the impact of World War II and the Blitz on the local community, showing how several aspects of national history are reflected in the locality.

- Children will also explore the theme of Monarchs then and now, examining the changing power of monarchs over time.

- In addition to this focus on British history, we will study the achievements of the earliest civilizations, giving children an overview of where and when they first appeared and also the opportunity to study in depth early civilizations including The Romans and Ancient Egypt.

- Once again, specific in-depth studies have been selected to enable and ensure effective and enriching cross curriculum links.

- Children's study of ancient civilisations will be extended by investigation of Ancient Greece, where children will study Greek life, the major achievements of this society and its influence on the western world.

- To further complement children's understanding of society, children will study early Islamic civilization as part of their learning of a non-European society that contrasts with British history.

8. Equal Opportunities

- At Bramley Park Academy, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability.

- Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

- Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

9. Inclusion

- All pupils are entitled to access the history curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility; these are designed and selected to provide appropriate challenges to different groups of learners.

- The school makes full use of additional adults who are deployed effectively to ensure that identified individuals and specific groups of children are able to make progress according to their full potential.

- The wide and varied range of learning experiences, including access to paces of historical significance in the immediate and wider locality, as well as bespoke workshops, ensures a broad, balanced and enjoyable history curriculum that considers all learners.

10. Role of the Subject Leader

The coordinator's responsibilities are:

- To ensure a high profile of the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of history
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.

- To monitor books and ensure that the key knowledge and, where applicable, key skills, are evidenced in outcomes
- To monitor planning and oversee the teaching of history.
- To lead further improvement in (and development of) the subject, as informed by an effective overview of the subject
- To ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that the history curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the history curriculum.
- To ensure that approaches are informed by and in line with current identified good practises and pedagogy and to attend regular opportunities for CPD
- To establish and maintain existing links with external agencies and individuals with specialist expertise to enrich teaching and learning in history.

11. Parents (Including Homework)

- The support that Parents and carers provide in supporting their children at home with #Dosomethingdifferent homework is recognised and valued.

- History homework tasks are well communicated and have a clear purpose, often providing children with the means to research and explore a topic to support their classroom work.

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Frozen Kingdom**	**In the Blitz** (Aut 2 and Spring1)	**Amongst the Fossils** (2022-23)	**On the Bus**	**In a Heartbeat**	**In the courtroom**
Key Driver	**Science** - **National Curriculum** - Adaptation and habitats **History** - beyond 1066	**History** - World War 2 **National Curriculum** - cause and effect. Beyond 1066 **Geography** - allies and axis	**Science** **National Curriculum** - evolution, adaptation and inheritances	**British Values** **History** - Timeline of human Rights, Black History - Significant turning point in history. Cause and effect	**Science** - Animals including humans **National Curriculum:** circulatory system, water transportation	**History** - study of crime and punishment **National Curriculum** - Cause and effect/case study
Other area	**Geography** - mapping skills of oceans **Art** - sketching **DT** - modelling - designing and evaluating	**DT** - designing and evaluating - food tech (rationing recipes) **Art** - painting and digital media **Music** - describing, transcribing, performing	**Art** - sculpture, sketching, painting, printing **History** - significant lives, timeline of evolution **Geography** - comparison study (fossils from 2 areas of the world)	**Art** - sketching and painting. **PSHE** **Music** - describing, transcribing, composing and performing	**PSHE** - SEAL **Art** - Sketching, painting, collage	**Art** - Digital media/sketching **PSHE** **British Values**