

Bricknell Primary School



History Policy



History Policy

Subject Co-ordinator: Hannah Melbourne

Curriculum Intent

At Bricknell Primary School the teaching of History has been carefully considered to enable our pupils to become confident historians. Our curriculum for history enables pupils to make sense of the present as well as the past, and to appreciate the complexity and diversity of human societies and development. Our curriculum allows all children at Bricknell to have the same opportunities to reach their full potential.

Our highly skilled History subject leader has carefully worked to create a Curriculum Overview Document which demonstrates the sequencing and mapping of their subject to ensure our pupils are given the acquired skills and knowledge to further their education journey into KS3 and life beyond the classroom.

Our aim is to provide inclusive and aspirational environments and learning experiences where pupils thrive and build the cultural capital they need to make aspirational choices about their own futures, overcoming any barriers. In order to achieve this, our curriculum is underpinned by the principles highlighted in our Aspiration Curriculum.



Within the History Curriculum Overview Document, our progressive objectives identify what pupils should know by the end of each year group and link to prior learning. These enable teachers to identify and plug gaps in pupil's knowledge and skills. Within History, pupils will develop a deep understanding of key concepts and second order concepts. These key concepts have been carefully considered and identified as the core knowledge and skills provide lenses through which to consider different aspects of history. The Key concepts are revisited and developed as the pupils move through the school to ensure the understanding of community, conflict, exploration and hierarchy are firmly embed within the long-term memory. These key concepts compliment work carried out across the school in line with Aspiration Curriculum. The expectation is that, by the end of Primary School, children will know and understand these key concepts and will have the knowledge they require to enter KS3.

In addition to first order concepts, the subject leader has identified subject specific second order concepts. These can be used across all aspects of History to organise the substantive knowledge and skills taught.

Key concepts: A range of these concepts are explored through each historical unit and provide lenses through which to consider different aspects of history.

- **Historical enquiry**
- **Chronology**
- **Community and culture**
(architecture, art, civilisation, communication, economy, inspiration, myth, nation, religion, settlement, story, trade)
- **Conflict and disaster**
(conquest, liberation, occupation, military, peace, plague, surrender, treaty, war)
- **Exploration and invention**
(discovery, migration, navigation, progress, tools)
- **Hierarchy and power**
(country, democracy, empire, equality, government, law, monarchy, oppression, parliament, politics, poverty, slavery)

In addition to the key concepts, subject leaders have identified subject specific second order concepts. These can be used across all aspects of History to organise the substantive knowledge taught.

Second Order Concepts:

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of 'similarity and difference' early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

A summary of the second order concepts and how they apply to History are provided in the table below.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Communication (Oracy & Written)	Enquiry
History	Significant people, events and dates through history	Comparing historical periods	Causes and impact of key events	What has changed over time and what has stayed the same?		Using historical terms, presenting information as historians, using evidence and sources to support statements	Historical enquiry, source material, considering evidence, facts and opinions, research. Visits.

By the end of EYFS, pupils will be able to:

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

By the end of Key Stage 1, pupils will be able to:

- develop an awareness of the past and know where the people and events they study fit within a chronological framework.
- make comparisons by identifying similarities and differences between life in different historical periods
- show an understanding of how we know about the past
- describe changes in living memory using historical vocabulary
- Recall some significant people from history and events beyond living memory

By the end of Key Stage 2, pupils will be able to:

- develop a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time
- use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people
- understand how our knowledge of the past is constructed from a range of sources
- select, organise and use relevant historical information to communicate their understanding of history in a variety of ways

Any child working below their age-related expectation, will receive a tailored curriculum with personalised objectives taken from the Curriculum Assessment Toolkit. This will enable all children to build the skills and knowledge needed to bridge the gap between themselves and their peers enabling them to reach their full potential.

Implementation

At Bricknell Primary School, our curriculum is carefully mapped out into a Long-Term Plan by our highly skilled subject coordinator. This enables links between subjects to be identified and carefully planned for to support pupil's retention of knowledge and historical skills.

At Bricknell, all History lessons will follow the same teaching sequence outlined below.



At Bricknell, all History units will follow the same teaching sequence outlined below.



In light of Covid 19 and Bricknell's Recovery Curriculum, subject leaders have identified key concepts across the curriculum which need to be prioritised in each year group to ensure that pupils have the knowledge required to access their next progressive steps in their education and enable them to access the National Curriculum.

Impact

A wide range of strategies are used to measure the impact of our History curriculum. Our teaching sequence allows children to respond to a 'Big Question' to assess the knowledge absorbed into the long-term memory of pupils. Formative Assessments are also carried out by teachers after each lesson which will allow them to inform future planning. Additionally, summative assessments are carried out by using an internal assessment tool. As a result of these assessment tools, pupil's misconceptions or gaps in subject knowledge and skills are addressed and additional teaching and support is provided.

Our Subject Leader will also monitor the effectiveness of the History curriculum through carrying out regular subject 360 evaluations. These evaluations are quality assured by the Curriculum Lead, Senior Leadership and Governors.

The effectiveness of History is also monitored through pupil and parental voice throughout the course of the year.

In EYFS, staff professional judgements are valued. Assessments are formative so that they quickly make a difference to children's learning. They inform the provision of activities and experiences which develop children's skills and knowledge as well as giving opportunity for further practise. We record WOW moments on Tapestry and build up a detailed picture of each child using a Child on a Page document.

Extra-curricular

This is enhanced by a range of visitors, school trips and History days. In addition to this, within the themes, year groups will plan purposeful outcomes for the end of each theme. These ensure the coverage, content and sequencing of all the different curriculum aspects of each theme as well as incorporating the history curriculum into the implementation of the Aspiration Curriculum.

In addition to this, children can further demonstrate to their peers, parents, school visitors and the wider community just how dedicated they are to their studies. The Bricknell Primary School Graduate Awards Programme is designed to complement our curriculum and appeal to the pupil's scholarly aspirations. Children who wish to become Graduates in the available study topics can elect to study at home and in school during their own time, taking the Graduate Test when they know they are ready. Upon graduation, they will receive a badge which they can wear on their school uniform with pride.

Cross curricular connections.

History should also be used across the curriculum as a stimulus for writing and wherever else appropriate.

Equality

Children should not be discriminated against in terms of gender, race, religion or disability. All children should have the opportunity to participate fully in classroom History lessons and activities and reasonable adjustments will be made to ensure this. As part of The National Curriculum, children will study History through a range of eras, events and personalities. A range of activities will be easily accessible for all children to enable all, from the least to most able, to independently develop their curiosity and investigative skills.

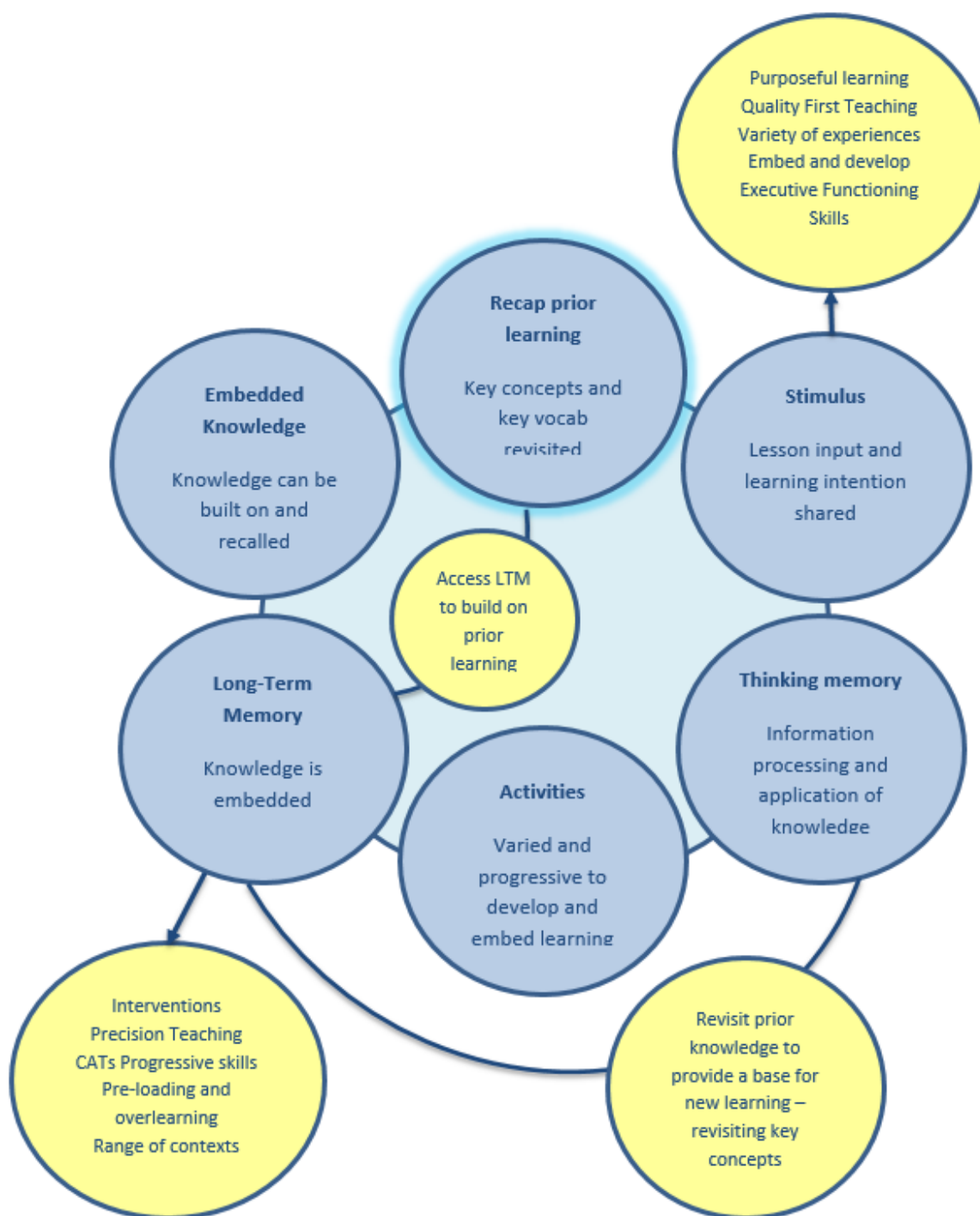
SEND

At Bricknell, we have a high SEND population and our pupils are fully immersed into the broad and balanced curriculum. However, we tailor the curriculum to meet the individual needs of SEND pupils. Where a child's need prevents them from accessing the Age Related Expectations for subjects, planning is tailored to meet the individual needs of all pupils using the CATs document. This document breaks down each objective across the curriculum to enable all pupils to achieve success at an appropriate level for their needs. This ranges from P4 to Year 6 to ensure that there is no ceiling on any child's learning. In addition to this, some pupils are given the opportunity to take part in an AQA life skills programme. This programme consists of a sequence of skills that children work towards and develop their independence. This programme has been developed by the external agency IPASS and is tailored to meet the individual needs of our pupils. Each skill, when mastered, is rewarded with a qualification and certificate. Prior to the children starting this at the age of seven, pupils take part in the CATs History scheme of work which was developed alongside a local special school. This programme aims to plug gaps and remove barriers to learning.

Metacognition

Metacognition relates to thinking about thinking. It is a mechanism to enhance student learning, both for immediate outcomes and for helping students to understand their own learning processes. Metacognitive strategies are embedded into all areas of our curriculum and opportunities are planned to develop these skills over time. These skills include self-questioning, meditation, reflection, developing an awareness of strengths and weaknesses and an awareness of personal learning styles. Developing this metacognitive understanding is a skill for life. When learners "think about their thinking" they are more capable of independent self-improvement. At Bricknell, metacognitive strategies are learned, practiced and made into habits in order to improve learning, self-understanding and thinking skills impacting both the present and future.

Our metacognition and working memory model is shown below:



All staff have had extensive CPD, in collaboration with the Educational Psychologist, to support their understanding of child development and metacognition strategies to enable them to develop the knowledge and skills required to enable children to learn progressively over time.

Evaluation

In evaluating the effectiveness of our history teaching, we should be aware of the following:

- Do we ensure the teaching of history gives children a sense of time and place, and an understanding the world we live in?
- Do we provide opportunities for independent investigation through historical enquiry in history?
- Do we make use of ICT to develop pupils' research skills?
- Do we create an environment which allows pupils to influence their learning journey?
- Do we ensure that children are able to work collaboratively?

Resources

All year groups have access to maps, atlases, topic books, topic boxes and regular ICT access.

Useful websites to support planning:

<https://www.history.org.uk/primary>

<https://www.bbc.co.uk/teach/ks2-history/zfbwhbk>

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/history>

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-1/subjects/history>

<https://members.heritage-learning.com/history/>

<http://www.hullhistorycentre.org.uk/research/research-guides/william-wilberforce.aspx>

<https://www.nationalarchives.gov.uk/help-with-your-research/start-here/>

Staff CPD

At Bricknell Primary School, invest heavily in CPD to ensure all staff feel empowered to deliver lessons, across all curriculum subjects, and have the ability to embed and assess the metacognition strengths of all pupils.