

# Subject on a Page- History



## Intent – we aim to...

Teach skills that progress from year 3 to year 6

Provide children with a chronological understanding of historical time periods and events studied.

Develop our core 5R Values

Provide children with a range of substantive historical knowledge

Provide children with the skills to interpret and evaluate a range of historical resources

Create inquisitive historians who ask and answer questions, and makes links between events in the past.

Provide children with an understanding of the impact of history on their lives and how history has shaped the local area.



## Implementation – How do we achieve our aims?

### Planning

Planning is organised through a 4-year rolling programme of Topics rooted in either Science, History or Geography learning. Within each academic year there is a discrete History topic. Our lessons are carefully mapped out to ensure clear progression of historical skills, plus an accumulation of key historical knowledge. Planning within Year 3&4 includes opportunities to re-visit and refine key skills that should have been taught in our feeder KS1 schools, as well as teaching and learning KS2 geographic skills. Planning in Year 5&6 includes opportunities to re-visit and refine historical skills begun in Year 3&4. Over the course of their time in BJA, children will have studied time periods ranging from the origins of mankind to recent decades

### Assessment

History is continually assessed throughout the year, based upon the learning objectives outlined in the 4-year cycle and mid-term planning. Coverage and learning is reviewed through Skills Booklets updated termly throughout a child's time at BJA.

### Extra Curr Opps

There are currently no extra-curricular opportunities for History within BJA, although the school does have strong links to the Branston History Society and holds a collection of village photographs and records that can be accessed by the local community. We seek to signpost opportunities for children and their families to extend their historical knowledge through personal visits to museums and places of historical interest.

### SEND

Our children with SEND access the History curriculum via their teacher's assessment of their specific needs. Lessons are carefully planned and resourced so that all children can access their learning at an appropriate level that engages them. As our curriculum is progressive and develops across the year groups, teachers are able to structure learning to support learners working at different levels to their chronological age. We believe that just because a child has a special educational need in Reading, Writing or Maths, it should not impair them from developing a strong range of key skills and knowledge in History.



## Impact – How do we know if we've achieved our aims?

Children's learning shows a progression of historical skills

Children can talk about the eras and events they have studied and where they fit into history.

Children can relate our 5Rs values to the actions and opinions of others throughout history

Appropriate to their year group, children can talk about their substantive knowledge of facts and concepts underpinning our study of the period of history, or historical theme that we have studied.

Appropriate to their year group, children can talk about how we find out about history and how effective/reliable they are as historical sources.

Children can ask and answer questions about the past, including linking to their prior learning.

Children can talk with authority about the impact of history on the lives of people living in their local area.



# R



### Overview

Our history curriculum aims to inspire our children to have a lifelong curiosity about the past, both that within The British Isles and the wider world. We aim to provide opportunities for children to make links to the past, either through out-of-school visits, special days hosted by historical specialists or through first-hand contact with artefacts from the past. We also encourage children to discover their family's links to historical events within living memory, valuing the memories and experiences of the older generations and how they have been preserved through photographs, artefacts and written sources. We believe our children are able to generate appropriate questions and process the answers suitably. We believe that we deliver an information rich history curriculum which acts as a strong starting point for further personal historical research

### Vocabulary

Specific historical vocabulary is outlined within the Topic Planning Booklet for each term. In a History led topic, such as 'Branston at War', topic specific vocabulary is included prominently in class displays for children to refer to.

### Values

- Respect:** We learn to respect the historical opinions of others, even if they do not follow our own beliefs.
- Resilience:** We learn that the continued existence of mankind is based in resilience and the ability to adapt to changing situations and events throughout history.
- Reflection:** Through our lessons, we reflect upon how the values and opinions of societies change as a reaction to the social, religious and economic events which they are living through. We also reflect upon how current life developed from this.
- Relationships:** We learn how much of history is about the interactions between people, whether they were positive or negative. We also learn about how people in the past have struggled together to improve their lives and those of others.
- Responsibility:** First-hand historical sources give us a unique insight into the past. Children learn to handle them carefully and examine them with focus and care.

