

Brookside Primary School History policy
Updated 2022 by Alan Gambles

History Key Stage 1 and Key Stage 2 and Foundation stage 2

Statement of Intent

At Brookside Primary School we aim to provide the children across all 3 Key Stages with a broad and balanced History Curriculum as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved over generations.

Implementation

- The History Curriculum will teach pupils to think critically, weigh evidence and sift arguments. Children will work towards *Year Group End Points* that demonstrate they have an understanding of chronology - from the individual period they are studying in their year group to how the period they are studying fits in with other periods they have studied.
- Children will develop their understanding of past events, people and changes in the past and aim to incorporate key vocabulary of time related words as well as the topic specific language pertaining to their period of study.
- To do this they will use the skills of a historian looking at evidence from the past in the shape historical artefacts, pictures, documents, eye witness accounts.
- They will ask what it was like for people of that period through to examining what the consequences and legacies of the periods they have explored were and speculating what might of happened if events had turned out differently.

Impact

The implementation of this curriculum will ensure that, when children leave Brookside Primary School, they

- Know and understand how people shaped this nation
- Know how Britain has influenced the world
- Have developed a chronological narrative - from settlers, invaders to the development of institutions that govern our lives today
- Understand the significance of sources and how our knowledge of the past is shaped by a different range of sources
- Use evidence to examine contrasting arguments
- Contrast local events and figures with National and International events and figures

Resources

Pupils will use a range of resources such as people, the local environment, visits, photographs, portraits, artifacts, written materials, ICT, TV / video extracts; investigate significant issues about the past; work in a variety of contexts - individually, in groups, as a class; present their knowledge and understanding in a variety of ways such as through drama, art, models, a range of writing styles / genre, timelines, maps; begin to pose and investigate their own questions about the past.

Planning

- In order to ensure the aims of the National Curriculum are met the subject leader will support teachers' teachers in planning their topics.
- The subject leader will also ensure that suitable local events and figures are included where appropriate
- Work will be differentiated for all pupils to ensure all pupils can access the History curriculum.

Assessment

Book scrutiny each term

Lesson observations

Planning observations

Pupil voice - Talking to children (sticky knowledge)

Work towards yearly end points in knowledge and skills

Every Child Matters.

Brookside School is committed to ensuring all children's rights, as listed under the Every Child Matters agenda, are met within History. It is a subject which all should be able to "enjoy and achieve". Careful planning will ensure how lessons can be learnt from the past, of people who have made a "positive contribution". Meaningful discussions, a by - product of History based work can embed every child's understanding of civilizations which achieved "economic well being". Visits will be organized, with awareness of the key principles of "staying safe" and "being healthy," along the County's and Brookside's School's health & safety guidelines. Every child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.