



SUBJECT ON
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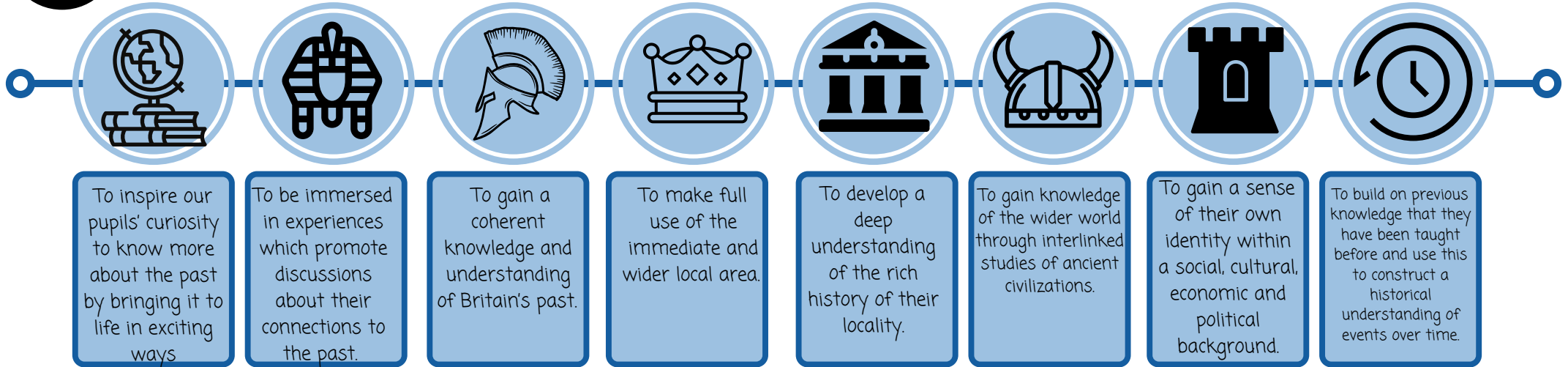
History

HISTORY IS HELD IN HIGH REGARD AT BROUGHTON PRIMARY SCHOOL, WHERE IN EVERY PART OF OUR SCHOOL LIFE WE STRIVE TO ACHIEVE, BELIEVE, LEARN AND ENJOY



Intent

WE AIM TO:



Implementation

HOW DO WE ACHIEVE THIS?

Context:

The school's own context is also considered with the implementation of the curriculum, opportunities for local links are made where appropriate (Romans- Maryport, Border Reivers- Carlisle, Victorian infill town- Cockermouth, School Victorian building, Local war veterans/evacuees/stories/memorial) and visits to places of historical interest and learning outside the classroom are embedded in the curriculum.

Our Approach

History is taught in blocks throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block 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). Questioning is used at the beginning of each topic to check existing and 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.

Planning:

Planning is informed by and aligned with the National Curriculum. In addition, it has been designed and tailored to follow a question-based approach that follows a strand of enquiry throughout each block. This allows the content of the topic to be carefully planned and well-thought-out to build on prior learning that values the school's locality building on the children's cultural capital. Rolling programmes have been put in place due to the ever-changing make up of classes throughout the years, this ensures the same topic is never taught twice and the children are continually gaining new knowledge whilst developing their skill set. The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about.

Professional Development:

Subject leader delivers CPD once per year, at the beginning of a new school year. Continuous development is offered during the year through informal conversation. Subject leader attends specific training and we are part of 'The National Historical Association'. Additional CPD can be accessed by teachers from 'The National Collage' and the 'EEF'.

The following monitoring tasks will be completed by the Science Subject leader at at least once during each academic year:

- Learning reviews based on work in the children's books and our online learning platform (Seesaw)
- Interviewing pupils from a range of year groups
- Questionnaires for pupils and staff
- Lesson observations/learning walks
- Subject leader and class teacher TEAM teach opportunities

History leader monitoring tasks:

Our lessons:

Across KS1 and KS2, this is what History should look like:

- Key skills and knowledge identified
- Question led lessons relating to the key learning question for the topic
- Prior learning revisited
- Range of practical and work-based activities
- Engaging and inspiring lessons
- Enrichment activities planned to supplement the high quality teaching
- Work in books and on digital portfolio

Resources:

In school, we have topic boxes for the majority of the topics being covered which are located in a central place. As topics are covered, more resources are added to the box. Staff are encouraged to use the boxes throughout their topic.

Enrichment:

Enrichment activities are planned for each History topic taught. Each year, one out-of-school trip should take place, towards the end of a unit to consolidate and bring learning to life. Trips that have taken place: Eden Camp, Muncaster Castle, Beamish. We are also part of the Tullie House Membership scheme, who offer workshops and loan boxes for our history topics.

Impact

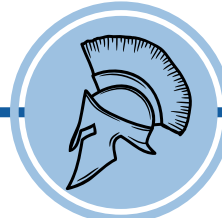
HOW DO WE KNOW WE HAVE ACHIEVED THIS?



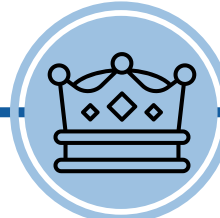
Children will ask perceptive questions.



Children will be able to think critically about the events of the past.



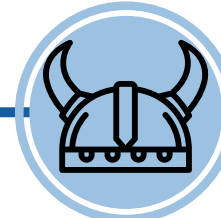
Children will be able to weigh evidence and it's reliability.



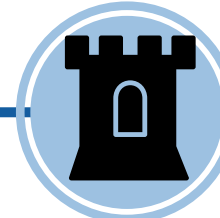
Children will be able to sift arguments for and against topics.



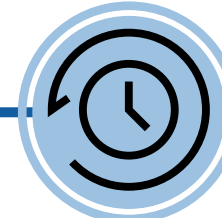
Children will be able to develop personal perspective and judgement.



Children will be able to demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world



Children will be curious about the past.



Children will have good contextual and relevant learning about the community and become role models.