

History policy

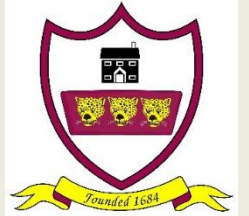
“Children at the heart. Transforming futures at the core.”

“Those who cannot learn from history are doomed to repeat it. Those who do not remember their past are condemned to repeat their mistakes. Those who do not read history are doomed to repeat it. Those who fail to learn from the mistakes of their predecessors are destined to repeat them.” George Santayana

“Everything has been so interesting to learn about. “

-Year 3 pupil – March 2024

Aims of the History Curriculum



We intend to provide a rich and engaging History curriculum that will be a platform for children to make a difference and bring change they hope to see in the future. We believe that high quality History lessons will inspire children to want to know more about the past and to think and act as historians.

More Able Learners in History

HOW LEARNERS ARE CHALLENGED

All children are challenged through quality first teaching within every History lesson. Children will be encouraged to 'aim high' and be the best they can be. High expectations will nurture the higher level vocabulary and the most effective language structures. Children will be exposed to a wide range of resources and will be challenged through high level questioning.

Groups of children experienced additional challenges to complete, such as working with Brabin's trust in 2019. They found out about their work and produced pieces of artwork for their website and information banners. Children also took part in a local cluster school project, completing art work and scenery for a WW2 performance in 2018.

'Shakespeare Schools Festival' 2024



Links with Chipping Historical Society.



What we intend to do

At Brabin's we intend to deliver a rich and broad History curriculum which will inspire pupils to have curiosity and fascination about Britain's past and that of the wider world.

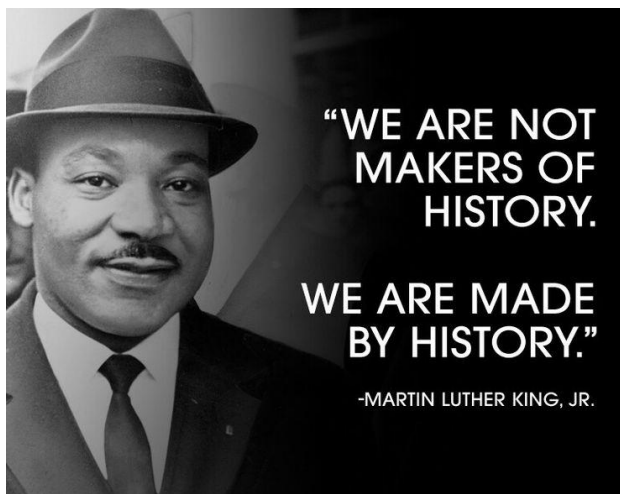
Our curriculum demonstrates a progression of knowledge, skills and clear understanding of chronology which supports pupils in knowing more and remembering more as historians. Children will have access to our whole school timeline where examples of their work can be added to consolidate their understanding of chronology.

As a school we want children to enjoy and love learning about History by gaining knowledge and skills, not just through experiences in the classroom, but access to our local area to inspire learning and develop a deep understanding of their locality.

Our units of learning are developed with the National curriculum objectives for History, however they have been planned around the needs of our children, as well as the context of the local area and experiences.

Our curriculum is devised to ensure that learning from previous year groups is built on to provide secure progression of skills and knowledge.

We aim to make sure 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. As a team we encourage children to ask questions, think critically, discuss evidence, take part in arguments and develop perspective and judgement.



All children will access...

- ✓ A rich and broad curriculum.
- ✓ Appropriately challenging selections of texts such as newspaper articles, nonfiction and fiction texts can be found in our library.
- ✓ Visitors and specialists in this area.
- ✓ Opportunities to perform in different experiences such as The Shakespeare Schools' Festival or WW2 projects.
- ✓ Visits to our local area.
- ✓ Whole school timeline.
- ✓ Access to a variety of sources and artefacts.
- ✓ Family projects for example linked to local History.
- ✓ Theme days linked to units of work.
- ✓ Extra-curricular clubs.

Visits, enrichment days, access to specialists and clubs



Shakespeare Festival
March 2024
Y5/6 perform Romeo and Juliet at the Shakespeare Schools Festival



Key stage 1 – December 2024
The Great Fire of London online session with London Museum.

Supporting Learners in History

Learning in History is carefully planned to include all learners. We ensure all pupils have access to the full range of activities involved in History.

A range of interventions are also deployed to help close gaps or attend to individual needs. These may be delivered by the class teacher or teaching assistant within or outside the lesson.

If progress falls significantly outside the expected range, the child may have special educational needs. Where needed a child may have an individual support plan to target specific needs.

This may include additional support from a teaching assistant or a tailored learning intervention. Learning may be differentiated by outcome, task or resources.



Ancient Egyptian day – November 2024

2024/2025



PARENTAL INVOLVEMENT

Parents are invited to watch drama performances including the Shakespeare Schools' Festival. There are opportunities for children to share their learning during class assemblies and showcases.

In April 2020, we introduced a family project linked where they live or family history in Chipping. The project could take the form of a poster, leaflet, timeline, family tree or information about family air looms/artefacts.

We displayed the projects in our school hall and invited parents and children to look at all the different projects.



June 2023
Reception have been looking at Transport this half term. In particular past & present modes of transport

Examples of writing and drawings from History lessons across the school.

Whole school timeline promoting Chronology linked to our pupil voice.



Year 3/4 Stone age

Implementation

What History will look like

The teaching of History has so many rich and broad opportunities such as visits to our local area and using a range of sources. At Brabin’s we believe History is about real people who lived in real events which happened in the past. As a staff we have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each key stage/ mixed year group across the school. The 2 year cycle of units is set out in order to build and develop: chronological understanding, knowledge of events, people and changes in the past, so that children achieve depth in their learning. The overview demonstrates coverage and progression in knowledge and skills relating to History. Children throughout school will acquire their historical knowledge through a range of teaching strategies which include first hand experiences of artefacts, visits, visitors, photographs, the use of technology and information books. Key historical vocabulary is taught through these units, however it is reinforced throughout year and built on thorough year group. SMSC and PSHE are threaded through the History curriculum to link History to their lives and explore their heritage and cultural capital, for example Black History month which was a focus in our class workshops.

During Key Stage 1 pupils learn all about:

- ✓ People’s lives and changes within living memory linked to family.
- ✓ Significant individuals who have contributed to national and international achievements such as Neil Armstrong/Tim Berners-Lee.
- ✓ Events from the past in Britain such as the Great fire of London and the wider world.
- ✓ Significant historical events, people and places in their own locality.

In Key Stage 2 pupils learn all about:

- ✓ Changes in Britain from the Stone Age to the Iron Age.
- ✓ The Roman Empire and its impact on Britain.
- ✓ Britain’s settlement by Anglo-Saxons and Scots.
- ✓ The Viking and Anglo-Saxon struggle for the Kingdom of England
- ✓ A local history study.
- ✓ An aspect in British history beyond 1066.
- ✓ Achievements of the earliest civilization such as Islamic golden age.
- ✓ Ancient Greece – a study of Greek life and achievement.
- ✓ a non-European society that provides contrasts with British history
- ✓ Through our progressive curriculum skills are taught in a way
- ✓ that allows them to be practiced, revisited, applied and built on during their time at Brabin’s.

History Curriculum Overview 2-year cycle

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Year 1 & 2</u> <u>Cycle A</u>	<i>Changes within Living Memory</i>	Enrichment Famous British People and the changes they made <i>Tim Berners-Lee</i>		<u>Local History Study</u> <i>-Significant places and people in their locality</i> <i>- John Brabin</i>		<i>Changes within Living Memory</i> Enrichment <i>Old and New toys</i>
<u>Year 1 & 2</u> <u>Cycle B</u>		<i>Events beyond living memory</i> <i>Great Fire of London</i>	<i>Significant people - World Explorers</i> <i>Chris Columbus/Neil Armstrong</i>			<i>Events beyond living memory/places in their locality -History of the Seaside</i>
<u>Year 3 & 4</u> <u>Cycle A</u>	<i>Ancient Greece</i>	<i>Alexander the Great</i>	<i>Roman Republic</i>	<i>Roman Empire</i>	<i>Roman Britain</i>	<i>Christianity in Three Empires</i>
<u>Year 3 & 4</u> <u>Cycle B</u>	<i>Stone age</i>	<i>Ancient Egypt</i>	<i>Cradles of Civilization</i>	<i>Indus Valley</i>	<i>Persia and Greece</i>	
<u>Year 5 & 6</u> <u>Cycle A</u>	<i>Ancient Greece</i>	<i>Alexander the Great</i>	<i>Roman Republic</i>	<i>Roman Empire</i>	<i>Roman Britain</i>	<i>Christianity in Three Empires</i>
<u>Year 5 & 6</u> <u>Cycle B</u>	<i>Cordoba – the city of light</i>	<i>The Round City Baghdad</i>	<i>Anglo-Saxon Britian</i>	<i>Lady of the Mercians</i>	<i>Norse Culture</i>	<i>Changing Rulers, changing worlds</i>

In History we implement a curriculum that is progressive throughout the whole school. History is taught as part of a half-termly unit, focusing on knowledge and skills stated in the National Curriculum. Units of work are carefully planned as a whole staff to ensure progression and a wide range of experiences can be accessed. Due to our mixed age setting, the scheme of work runs on a two-year cycle.

During a half termly unit of work, there will be cross-curricular links where appropriate, this enhances their subject knowledge and learning experiences. Throughout the units of work there will be lots of opportunities for the children to produce independent written work and be exposed to rich learning experiences and visits.

Outcomes reflect a range of writing, for different audiences and purposes. These include diary entries, non-chronological reports, poetry and newspaper articles.

We provide children with real life experiences and opportunities to bring History alive for example visits to our local area and children taking part WW1 cluster sessions linked to Armistice activities including a performance at Preston Guild Hall in 2018.

“The more you know about the past, the better prepared you are for the future” Theodore Roosevelt

Professional Development in History

At Brabin's, we intend to keep the subject of History rigorous and alive so it is reflective of pedagogical research and is ambitious in its aims. To do this, we invest in Continued Professional Development in History for all our staff.

The school has a membership for the Historical association which all staff members have access to, this has a wide range of interactive resources, podcasts and ideas for units of work. The subject leader attends courses when this appropriate and this is fed back to ensure all staff members are up to date.

Opportunities for professional engagement with cluster colleagues are highly valued, where appropriate, this can include class teachers taking part in moderation and training events. Training for staff is provided regularly, through our weekly staff meetings and a focus on a different subject each week to ensure each subject has a presence. As small team of teachers, close communication is a key strength and teachers regularly share good practice with one and other.

Examples of Spiritual, Moral, Social & Cultural Development in History

<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>
<p>The study of History involves a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.</p>	<p>Pupils are asked to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also) Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.</p>	<p>Pupils will explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world' which links with the value of thankfulness. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils will also be encouraged to build up their own social development through collaborative and team working activities. The study of social issues is a common theme in History lessons.</p>	<p>Pupils will study, and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history. The contribution of different cultures to human development and progress are studied, which links with the values of wisdom and endurance.</p>

WELLBEING AND MENTAL HEALTH

At Brabin's, we recognise the research which shows how a whole school approach can promote wellbeing and positive mental health.

This Government report from 2018 states the importance for creating a whole school culture. The culture, ethos and environment of the school can have a profound influence on both pupil and staff mental wellbeing.

A whole school approach is one that goes beyond the teaching in the classroom to pervade all aspects of school life, including:

- *partnerships with families and the community: proactive engagement with families, outside agencies, and the wider community to promote consistent support for children's health and wellbeing.
- *teaching: using the curriculum to develop pupils' knowledge about health and wellbeing.
- *culture, ethos and environment: the health and wellbeing of pupils and staff is promoted through the 'hidden' or 'informal' curriculum, including leadership practice, the school's policies, values and attitudes, together with the social and physical environment;



5 WAYS READING ENHANCES WELLBEING

ENJOYMENT
En-JOY is an action verb, and in reading, you're doing something you love to reduce stress.

MINDFULNESS
When reading, your mind and thoughts are engaged in the present moment.

FLOW
An extension of mindfulness, it's an experience where all concerns melt away because you're absorbed in an enjoyable activity.

CONNECTION
As we read, we connect with people, places, times, and stories, fostering a sense of belonging.

BIBLIOTHERAPY
Fiction, nonfiction, self-help, and memoirs all help us grow.

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2> document

CULTURAL CAPITAL

History presents a range of broad and engaging opportunities to highlight to our pupils the best that has been thought and said through key events in Britain's past and that of the wider world.

Through a rich provision of, high-quality texts, resources, learning experiences the children will become confident Historians which will inspire pupils to have curiosity and fascination about History.

Children will have the opportunity to perform on stage for example in a Shakespeare festival. They will visit our local area, take part in theme days and extra-curricular clubs. This will give the children a secure foundation when they leave Brabin's.

DEVELOPING BRITISH VALUES WITHIN THE HISTORY CURRICULUM

We have ensured that our curriculum and enrichment opportunities reflect the rich tapestry of our society. This involves children having access to a wide range of challenging books, newspaper articles within our library and a language rich environment.

We have selected books which have particular themes such as tolerance, mutual respect and democracy. Opportunities within History units explore how these themes are presented and how characters embody these values. Interactive resources and languages from other cultures are also used to develop children's learning. Stories and poems are often used as a stimulus for Collective Worship and PSHE lessons.



HISTORY IN THE EARLY YEARS

We teach History in EYFS as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. It is important that children develop their knowledge and understanding of the world the children need opportunities to gather information and satisfy their curiosity, both independently and in group.

- Begin to make sense of their own life story and family's history.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

Past and present – Understanding the world ELG

- Talk about the lives of 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.

ASSESSMENT

All children are encouraged to be involved in the process of learning. In lessons, across the school, teachers will strive to provide instant oral feedback. When appropriate, the children have the opportunity to respond to written marking and complete 'fix it's' in red pen in line with our whole school marking policy.

Children will add learning they are proud of to their Learning Tapestries during the year. They will take this home when they leave school.

Pupil progress data is shared with the Subject Leader on a half termly basis. More formal assessments, Pupil Progress meetings and moderation takes place each term.

In the EYFS, formative assessments are carried out on a daily basis. This type of assessment informs planning, the children's next steps and demonstrates progress. Summative assessments are completed at the end of each phonic phase, this provides a good understanding of what the children have learnt and any areas that need to be reinforced.

At the end of EYFS, the teacher completes an end of year report and makes a judgment for each of the 17 Early Learning Goals including understanding the world.

MONITORING

Monitoring is undertaken by the Headteacher/Subject Leader. This is conducted regularly and includes: -

- Monitoring of planning.
- Book Scrutiny.
- Learning Environment Walkthroughs.
- Talking to children.
- Data analysis.
- Lesson Observation.

Information will be shared with all governors through the Curriculum Committee, the Headteacher Report to Governors.

IMPACT

The impact and measure of our History curriculum is to ensure that children will leave Brabin's equipped with historical knowledge and skills that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about History, therefore encouraging them to undertake new life experiences now and in the future. We place a strong emphasis on questioning and critical thinking which helps the pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past.