



Version (1)

[illegible]

Intent

- Offer a broad, ambitious and immersive history curriculum, rich in skills and knowledge to stimulate their intellectual curiosity and develop their love of the subject
- Embed historical knowledge so that children can provide a clear chronological narrative of the history of Britain and aspects of the wider world
- Enable our pupils to become increasingly critical and analytical thinkers through their historical studies
- Provide opportunities for children to learn through historical enquiry and equip them with the skills needed to confidently ask questions, and select and evaluate evidence to make judgements about the past
- To discover links and connections to the history they learn and their wider community/locality
- Provide opportunities for children to excel in history

Implementation

- Our CRAVE curriculum has a clear progression of skills, and history topics are planned so that children learn in a chronological sequence
- A specific, sharp focus is given to our history topics e.g. 'Viking long ships' as opposed to 'Vikings', so that children can apply their historical enquiry skills in more detail, gaining a much deeper knowledge of the topics taught
- New topics are launched with an enquiry to develop critical thinking skills e.g. 'Were the Vikings the greatest seafarers of all time?'
- Weekly topic/history quizzes are implemented across every year group to develop long term memory of previously taught topics, and to develop their chronological understanding
- Lessons are planned with challenges for children of all abilities so that they can make progress and excel
- History topics are taught in a cross curricular way through our CRAVE curriculum
- Knowledge organisers are created for each history topic, giving children access to key vocabulary to aid their learning.
- Pre and post assessments carried out for each topic to assess how learning has progressed over the term.



BRAMLEY VALE PRIMARY SCHOOL

Every Child Every Day

Impact

- Children will become increasingly aware of how historical events have shaped their local area, Britain and the wider world that they currently live in
- Children will develop high quality enquiry skills to question and explore in depth, and to become more inquisitive
- Children will develop a deep knowledge of a broad range of history topics, and will retain prior knowledge
- Children will confidently talk about what they have learnt using key vocabulary
- Children will leave primary school with a love of history and the knowledge and skills needed to successfully study history in the next stage of their education.

EYFS

The Nursery and Reception classes follow the Early Years Foundation Stage (EYFS) curriculum, they use the Development Matters statements to break down learning into small steps. EYFS curriculum has 7 areas of learning, they are:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

The EYFS follow topic planning and will explore the areas of learning through teacher input, independent exploration and activities. Staff assess and gather observations using an online learning journal, these are used to inform the child's personal profile. For more information about the EYFS Curriculum at Bramley Vale, please see the EYFS Policy.

Learning Across the Curriculum

As part of our CRAVE curriculum, teachers at Bramley Vale ensure that history is taught across the curriculum wherever opportunities arise. History can make an important contribution and offer a stimulating context for the development of

pupils' literacy skills in particular. In KS2, a writing outcome is centred around the history topic being covered that term.

Assessment

Each class teacher should assess their children's knowledge and understanding by providing a pre and post assessment for the development of both knowledge and skills, at the beginning and end of the topic. They should also include a knowledge development sheet, based on the objectives needed to be covered from the National Curriculum. They should then complete a results sheet, to see what attainment is at the beginning and then at the end of each topic.

Subsequent actions and planning should reflect the outcomes of the assessment, the feedback from staff, evidence given by pupils in discussion as well as responding to changes in provision and good practice more broadly.

The History co-ordinator will carry out monitoring activities throughout the year to ensure that the curriculum is adequately covered and is progressive such as through analysis of medium term planning and also through pupil voice discussions and book looks.

EYFS will use an online learning journal called Tapestry to record history progress within the area of learning, Understanding of the World.

Marking Policy

Feedback to pupils should be provided on their attainment and progress made in both the knowledge and skills post assessments. Pupils are encouraged to improve their own learning performance through the school marking policy. For details, please refer to the schools marking policy.

Resources

Physical resources are kept in separate labelled boxes in the resources room. All staff have access to these and it is the responsibility of all staff to ensure that resources are returned to the resources room in a fit state. Kate Foley, our co-ordinator, is available to offer support to any staff that require it and to also order resources as and when needed.



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Use of computing

Pupils will be provided with opportunities to develop and apply their computing capability to support their learning in history. They will use the internet selectively to find information, databases/spreadsheets to handle and present information and also Microsoft word and/or PowerPoint where appropriate. Some learning may also be recorded on Seesaw. Children will be directed to appropriate sites and resources to best support their learning.

Display of Pupils' Work

See school policy on display work. Lively displays of work done in History covering all abilities and ages will communicate learning processes and celebrate achievement.

All classrooms will have an interesting history display up with key vocabulary, definitions and pictures displayed.

Homework

To develop and extend their techniques and strategies children are asked to complete homework outside of school. In both Key Stage 1 and 2, children are sent homework relating to their topic at the beginning of the term. This is generally work which involves children researching a topic at home or creating a 3D representation of the work they are working on. Children will ordinarily be given a choice between several options to cater for preferred learning styles.

How we cater for pupils who are more able

We encourage our more able pupils with independent learning centred on more detailed/complex investigations based on the theme being taught at that time. Additional tasks may be set during the history lessons to ensure differentiation and that children are stretched and challenged to the best of their abilities.

How we cater for pupils who have Special Educational Needs

Each teacher's planning will show differentiation, if needed, to enable pupils to access other work at the appropriate level. Assessment for Learning enables teachers to identify those pupils who require additional support and extra repetition of the skills and techniques covered.