

At Broadfield Academy, the following subjects make up our Topic Curriculum: History, Geography, Art & Design, Design & Technology and Music.

Intent:

At Broadfield Academy, we value History as an important part of pupils' entitlement to a broad and balanced curriculum and believe that a high quality History education shapes well rounded, and curious pupils, who have coherent knowledge and understanding of Britain's past and the wider world. Our History curriculum provides pupils with opportunities to ask perceptive questions, think critically, weigh up evidence, sift through arguments and develop perspective and judgement.

The cross curricular nature of History offers a setting for children to apply knowledge and skills linked to other subjects, including Writing, Art & Design, Geography and PSHE.

The aims of our History curriculum is to deliver a curriculum that is accessible to all pupils, so they know more, remember more and understand more. Our History curriculum aims to:

- ✚ Help pupils understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- ✚ Give pupils the opportunity to immerse themselves in a range of cultures to support them to use the skills of curiosity and enquiry to develop their critical outlook on the world.
- ✚ Explore different peoples' perspectives on issues and events and think critically about the world in which they live.
- ✚ Explore issues at a local, national and international level from the ancient era through to the twentieth century.
- ✚ Develop pupils' understanding of the chronological development of British history, as well as being able to make links to other societies, cultures and world events.

Implementation:

At Broadfield Academy, our History curriculum follows the guidance stated in the National Curriculum. History lessons follow a clear and consistent teaching sequence and is taught through the Topic curriculum. The skills for each foundation subject, including History are mapped out on the teacher's Topic planning document. It clear where History skills are taught within the Topic curriculum as teachers have linked these to each lesson with their scheduled Topics throughout the year. We expect all our teachers to follow the sequence outlined on the curriculum overviews.

The National Curriculum for History aims to ensure that all pupils in KS1 and KS2:

- ✚ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- ✚ Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- ✚ Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- ✚ Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

- ✚ Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- ✚ Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Pupils begin their journey in History in EYFS where they progress through the EYFS curriculum with Knowledge and Understanding of the World and onto the National Curriculum in Key Stage One and Two.

Through our engaging History curriculum, we give our pupils many opportunities to develop skills in research, enquiry, understand that the past impacts the present and the future, forming opinions based on information and evidence and respecting another person's point of view, so they feel confident that they can leave primary school with the skills and knowledge necessary to progress to the next stage of their History education.

A strong focus for teaching is the use of correct technical vocabulary. Teachers carefully plan the language they use during their sessions and model, through discussion and subject specific vocabulary to help embed this language in the children's long term memory.

Research:

As part of the History curriculum, pupils are given opportunities to use a variety of research mediums to develop independent thinking and promote curiosity by utilising internet search engines, books and discussions. This allows pupils to lead their own learning and feed their inquisitiveness and raise their engagement in this subject.

Basic Skills:

English, Maths and ICT skills are taught during discrete lessons and are interwoven in the History curriculum. This enables pupils to apply and embed the skills they have learnt in a purposeful context.

Cultural Capital:

Where possible, we do our best to make History come alive! We plan trips, visits, invite speakers in and take children out into the community to provide first-hand learning experiences to support and develop life-skills. We recognise that to have impact, the planned cultural capital must be clearly linked to current learning, so it can be acquired and applied to what pupils already know.

Impact:

As there are no national standards for History we assess the subject holistically and over time. To do this, we use our school's progression map to assess progress. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed to inform and address any trends or gaps. Final end of year assessments are made using teacher judgements. Teacher judgements are based on progress made in class, work completed by pupils and by using the History progress maps.

Children in Foundation Stage are assessed within Knowledge and Understanding of the World, and their progress is tracked termly. Age related expectation levels are reported to parents at the end of the Reception year. The teaching of the use of tools, cooking equipment and sewing equipment is progressive, building year on year, to ensure that by the end of Key Stage 2, pupils have a full range of skills and understand how to use equipment safely.

Ultimately, the impact of each pupils' Art & Design curriculum journey will enable them to:

- ✚ Know more, remember more and understand more about History and be ready for the next phase of their History journey.
- ✚ Develop strong skills, knowledge and understanding of History as outlined by the National Curriculum, the school's History progress map and be able to transfer their learning in school and beyond.
- ✚ Enjoy being inquisitive and curious about how people, places, societies and the wider world evolve.
- ✚ Be equipped with the historical knowledge and understanding that will enable them to be ready for the secondary curriculum and for life as an adult in the wider world.
- ✚ Apply critical thinking skills when analysing sources of information and take a broad and balanced view when presented with important issues.
- ✚ Reflect on their learning and use this to influence the decisions they make now and in the future.