

# HISTORY

**Subject Leader – Luke Anderson**

## INTENT

At Britannia Bridge, we give each and every one of our children a **high-quality History** education, by equipping them with the **essential, transferrable knowledge and skills** and **cultural capital** they need for High School, regardless of their **range of starting points** and any **barriers to learning**.

Our aim is to inspire all our children with a **curiosity and fascination about the past**, which will remain with them for the rest of their lives.

We aim to equip all our children with a wide repertoire of **subject specific vocabulary**, sound understanding of **historical concepts**, the ability to ask **challenging questions**, use their **higher-order thinking skills** to think critically, analyse sources of **evidence**, develop their own **perspectives**, understand **change, diversity and Historical challenges**.

Our **HEART Core Values** underpin our children's learning in History (Happiness, Encouragement, Aspiration, Respect, Teamwork):

**Happiness:** our children **thoroughly enjoy** their **learning and research**, in History, and they themselves want to know and remember more, including about our local history.

**Encouragement:** they use their **Growth Mindset**, within each History session, and understand that they can use their resilience and research skills to find out what they **don't know YET about the subjects they study in History**.

**Aspiration:** our children leave us with the essential Historical knowledge and skills that they require to **study History at KS3 and beyond, into their adult lives and future occupations**.

**Respect:** we aim for each and every one of our children to leave us with **respect for the past (and its people) and how it has shaped the world we live in today**.

**Teamwork:** Through our History curriculum, our children are given an abundance of opportunities to be **collaborate learners, as they find out about the past**.

## IMPLEMENTATION

Our teachers plan History learning using our bespoke curriculum which uses and adapts from a wide range of sources, of which include Grammarsaurus, Historical Association and Progression Documents, based on the National Curriculum and Early Years Framework. Links to local History are woven into the curriculum, in a bespoke way as well as in-depth topics which are built upon.

We network with other schools to 'magpie' and share excellent History practice and welcome enhancements to our History curriculum through external advisors, who are specialists in this field.

Our History Leader monitors and evaluates our History curriculum to make sure that it is the best it can be for our children. They are supported by our Curriculum Leader and our Governing Board review our History curriculum, termly, to ensure standards are continually good/improving. This is done through Subject Leader Presentations to Governors and Progress Reports/Impact Statements.

Our History curriculum has clear end points identified plus previous and future learning.

Our History curriculum is based on a true cyclical approach and involves regular Retrieval Activities to ensure 'sticky learning' of essential Historical knowledge and skills.

Our History curriculum is enriched by a wide range of inspiring visits/visitors and interactive opportunities. Please see our website for specific examples.

Our Early Years Curriculum is underpinned by high quality adult/child interactions and sensory learning. Our children's personal interests inform our planning, to inspire our youngest learners and outdoor learning is integral. Please see our History Progression Documents from Nursery 2 to Year 6.

Our History curriculum is adapted to the individual needs of all our children, based on their wide range of starting points, preferred learning styles, next learning steps and range of experiences.

Our Historical Enquiry Approach, including Enquiry Questions and Dig Deeper Challenges (based on Bloom's Taxonomy), encourage all our children, regardless of starting points, to use their higher order thinking skills (to be critical thinkers and to apply their essential knowledge and skills).

We have a consistent approach to vocabulary development in History (VIV- Very Important Vocabulary) to ensure our children develop a wide, aspirational repertoire of vocabulary to take with them into their KS3 History learning and adult life.

Our History Assessment is robust and informs planning and pupil progress tracking. We use a range of assessment methods (including End of Unit Quizzes) to ensure that our children know more and can do more.

Our History Knowledge Organisers are based on the topics and make essential knowledge and skills even more clear, for all our children.

## IMPACT

Our children leave us with **essential, transferrable knowledge and skills** and **cultural capital** linked to History - they know more, remember more and can do more, as Historians. They start their High School journey as **curious, inspired and skilled Historians**, with **excellent subject specific vocabulary** and strong understanding of key **historical concepts**. They leave us readily equipped with the knowledge and skills they need to flourish in their secondary school History learning.