



Intent

At Brookhurst, we aim to offer a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It will inspire pupils' curiosity to know more about the past and aid them in remembering more. Our pupils will be provided with opportunities to gain an understanding of the past, in relation to themselves, their families, their communities and the wider world. We aim to nurture an understanding of history through a rich curriculum which will provide children with opportunities to develop a love of learning and become life-long historians. They will be provided with many opportunities to think critically, ask questions and evaluate historical sources throughout topics while exploring diversity and how our modern lives have been impacted by the past.

Implementation

Our history curriculum is organised in to topics throughout the school and these topics link to 5 key themes. These themes are monarchy, settlements, culture, conflict & invasion, progress and change. This ensures that children are able to reflect on prior knowledge and use it to form opinions, compare key historical events and eras and understand how the past has shaped our lives today. Where relevant, links will be made to other subject areas, enhancing children's opportunity to apply their knowledge and understanding.

Key Stage 1

Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They use a wide vocabulary of everyday historical terms. They ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage 2

Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Class Organisation and Planning

Our planning of History is used to set clear learning intentions and achievable goals, ensure that work is matched to pupils' abilities, experience and interests. The planning will ensure there is clear progression of skills and understanding through the pupils' time at Brookhurst. Pupils will be taught individually, in groups and as a whole class to ensure they are able to meet the learning intention. Our pupils' will engage with a range of artefacts, photographs, educational visits and meaningful external visitors to aid them in shaping their historical knowledge. Visits, either in or out of school, are an important way of stimulating pupils' imagination and giving them a sense that the past was real and so where possible children will engage with a historical visit or experience in each year group.



Cross Curricular Links

Teachers make cross-curricular links when planning and will note these on the first page of planning where relevant.

Literacy – history requires speaking, listening reading and most forms of writing eg labelling, recounting, instructions, explanations, letter writing.

Mathematics – time and dates, knowledge of chronology.

Computing - presenting written work, CD-ROMS, DVDs and the Internet selectively, digital and flip cameras, use of PowerPoint.

Geography and RE - place events and themes in context common to all the Humanities subjects.

PSHE – social awareness.

Art/DT – present information in a creative way, work that supports a topic.

Science – engineering and health.

Music – linked to the period studies.

PE – create physical activities of the period, participate in games from the period.

Special Educational Needs, Inclusion

As subject leaders we strive to adopt and construct a curriculum that is ambitious and aspirational; designed to give **all** learners and groups of learners, including the most disadvantaged and those with SEND and higher levels of needs, the knowledge and cultural capital they need to succeed in their future lives. We continually strive to make adaptations and reasonable adjustments to enable all our pupils to access our school curriculum and we aim to provide a range of enhancement opportunities to engage all children in their learning. We recognise that all pupils are entitled to a quality of provision that will enable them to achieve their full academic and personal potential. We firmly believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and where all children are exposed to new experiences and knowledge through a varied curriculum regardless of barriers to learning. Teachers will make modifications as necessary to their lessons to ensure that all children are able to engage with the learning.

Impact

By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The impact of our history curriculum will be assessed through a pupil voice approach alongside their Learning Journals to evaluate if children have learnt more and remembered more. We strive for children to be well equipped historians who enjoy learning about the past and are eager to know more.