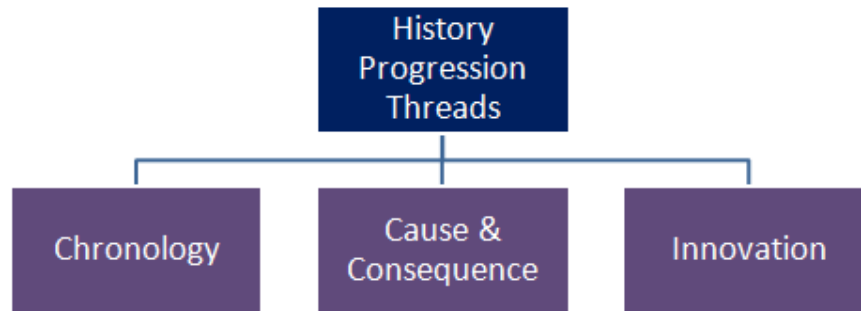


Key Threads



Intent:

History is full of cultural capital opportunities and essential knowledge. Our history curriculum mirrors the National Curriculum in studying ancient history and cultures but also adds aspects we feel pupils should know about.

At Birchfield, we teach History through enquiry within a broad and balanced curriculum.

In line with the national curriculum 2014, we aim to ensure pupils leave with a secure understanding of chronology; both in Britain and the wider world. Through carefully planned lessons, pupils are taught about the significance of different historical periods, key historical figures and how History has influenced their lives today.

Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. Through the study of historical evidence and through exploring their local area, pupils will develop a deep understanding and awareness of today's challenges and how they will be viewed historically in later years.

Implementation:

The National Curriculum is used to plan and deliver the teaching of History in a systematic and progressive way. Our History curriculum has been constructed around key concepts to ensure that history is taught in a spiral, not linear, manner. We enable children to make connections, revise and recap previous History units taught through the use of retrieval practice.

Using pictures, photographs, film clips (primary and secondary), key vocabulary and historical evidence as a starting point, pupils are encouraged to discuss and reason with curiosity what they are presented with and how this can be interpreted. Having studied historical evidence, pupils are encouraged to react to History and use this knowledge to discuss, present, debate, re-enact and write from different historical perspectives. This embeds and consolidates pupils' understanding of History and its impact on society.

In the wider, broad and balanced curriculum, pupils are exposed to a range of stories and poems from different historical periods and a range of ethnicities, including BAME, with the intention of deepening their knowledge of History further. We are also committed to ensuring our pupils are able to observe Representation, Equality and Diversity and this is demonstrated through our school values and the individuals that we choose to study.

At Birchfield, historical learning is made significantly more memorable due to our carefully planned exhibitions, trips, educational visitors and workshops.

History is taught weekly and can alternate with Geography when the enquiry focus changes. The sequence of learning is carefully mapped to ensure that children are not overloaded with information. Each unit of learning is planned according to the Enquiry Question. The lessons are carefully mapped out in a sequential manner to enable children to be able to have an informed discussion about the enquiry question; both within a unit and also at the end.

We develop children with the following essential skills and characteristics to help them become confident learners:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- The ability to think critically about history and communicate ideas confidently to a range of audiences;
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- A respect for historical evidence and the ability to make critical use of it to support their learning;
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

Impact:

The impact of our curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave Birchfield reaching at least age-related expectations for History. Our History curriculum will also enable pupils to make links between the social, ethnic and/or cultural or religious diversity of past societies to life now. Pupil voice will demonstrate their confidence and ability to talk about what they have learnt in history using subject specific vocabulary, as well as show that pupils enjoy history and are able to recall their learning over time. Pupils work will demonstrate that history is taught at an age appropriate standard across each year group.

The impact of our curriculum will be evidenced by:

- Children who enjoy history
- Inquisitive and reflective learners (Children will know more, remember more and understand more about History.
- Children who are able to weigh up evidence and form an opinion about events
- Children who are prepared to share what they've learnt in a variety of ways (recording in books/retrieval/class debate/paired discussion/presentation/role play/conferencing)
- Children who are able to gain an insight into the chronology of events that have taken place in Britain and the wider world
- Pupils development of knowledge and skills which leads to good or better outcomes. This will be reflected in the work produced.
- The end of each key stage most children are either working within or beyond the expected standard for their age in History.
- Pupils who are ready for the next stage of education.