



Intent, Implementation and Impact Statement - History

Intent

Learning for Living: At Brunswick Park, we strive to enable pupils to think as historians and use our History curriculum to help them gain a coherent knowledge and understanding of Britain’s past and that of the wider world. We inspire pupils’ curiosity to know more about the past. We aim to support pupils to understand chronology, understand key concepts, ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We want pupils to learn to 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. We place an emphasis on providing opportunities for pupils to visit sites of historical significance, examining historical artefacts and primary sources. We encourage visitors to come into the school and talk about their experiences of events in the past. At Brunswick we place emphasis on our pupils to become articulate in expressing their opinions and enable them to be successful at secondary school, in further or higher education, and eventually in employment.

Respect: The value of respect is woven through the Humanities curriculum. Our aim is to enable our learners to foster a greater appreciation of the contribution of diverse peoples and cultures in humanity’s collective history. Understanding how thinking about continuity and change in the past can add to our knowledge and develop an understanding of the world we live in today. This builds empathy and understanding with all peoples and their contribution to our lives today and develops in our learners a sense of equality and social justice. Pupils are encouraged to contribute during discussions, discuss their ideas and learn from each other. Pupils learn about different cultures thus develop tolerance and understanding of difference and diversity.

Support and Challenge: All Humanities lessons are differentiated so that all children can access the same learning as far as possible. More able children are given ‘Take the Challenge’ tasks, in which they use additional skills beyond the learning objective, working in more depth. All lessons are differentiated to cater to children’s needs, and teachers plan for all attainment groups. Children with more complex additional needs are supported by the Inclusion team.

Implementation

We implement the topics through weekly whole-class lessons. Teaching is expected to be well-paced and encourage 100% participation. Teachers are expected to regularly refresh their knowledge of geographical and historical skills and to have good subject knowledge of the topics they are teaching to ensure practice remains good. In order for our teaching staff to follow the new National Curriculum 2014 objectives efficiently and fluently, we have adopted a method of ‘mapping’ history, showing what will be studied across the academic year from Reception to Year 6. This has been supplemented by a ‘Progression of Skills’ document which outlines key historical skills that children should have the opportunity to develop as they are taught units of work.

EYFS:
In EYFS, we relate historical aspects of children’s learning to Specific Areas of the new EYFS Framework – Past and Present and People, Culture and Communities. Through activities such as dressing up in historical costumes or looking at famous people in history, through stories and educational visits. Teachers use the age-related statements in the Development Matters document to assess pupil progress and plan appropriate activities.

KS1
For each year group there is a half-termly overview which maps out the programme of study to be taught, breaking it down into a sequence of weekly learning objectives, success criteria and activities. Teachers use these plans as the basis for their lessons, designing specific content, creating activities and sourcing resources. Children who fall behind or are at risk of falling behind are identified and placed into 1:1 or small group intervention to support them to make progress. All activities are differentiated for all children to access and there are ‘Take the Challenge’ tasks for the more able children. We use a variety of computing resources such as Google, Art Culture Education, Now Press Play, Padlet and Popplet to support and enhance children’s learning.

KS2
For each year group there is a half-termly overview which maps out the programme of study to be taught, breaking it down into a sequence of weekly learning objectives, success criteria and activities. Teachers use these plans as the basis for their lessons, designing specific content, creating activities and sourcing resources. Children who fall behind or are at risk of falling behind are identified and placed into 1:1 or small group intervention to support them to make progress. All activities are differentiated for all children to access and there are ‘Take the Challenge’ tasks for the more able children. We use a variety of computing resources such as Google, Art Culture Education, Now Press Play, Padlet and Popplet to support and enhance children’s learning.

Impact

It is our aim to assess children's ideas and skills at the start of the topic by giving them the opportunities to express thoughts, make predictions and explain their reasons. We carry out book scrutinies and assess pupils at the end of each topic (half termly). At the end of a unit of work the Subject Leader will monitor the progress data and will then feedback to the class teacher on areas of strength and points to consider moving forward to enhance children's learning. This feedback is developmental and will support all teachers to provide high quality lessons and skill developing opportunities. At the end of the topic, teachers make a judgement about the attainment of each pupil in their class based on the **skills, knowledge and understanding** that they have demonstrated (orally or written) based on the topic taught. A pupil is judged as working at either a **Secure, Developing or Emerging** stage of development in relation to their age. An attainment code, based on this assessment, is entered on to DCPRO Online for pupils. The assessments are used to inform intervention group arrangements and make sure children are keeping up.

EYFS

In the EYFS staff observe children and record on Tapestry. Teachers use the collected data and information to plan next steps. The Specific Area of Understanding the World is recorded but does not form part of the GLD judgement.

KS1

In KS1, children are assessed every six weeks. There is an assessment sheet based on the topic and pupils are judged **Secure, Developing or Emerging** stage of development in relation to their age. An attainment code based on this assessment is then entered on to DCPRO Online for pupils. The data is used by the Humanities Coordinator to feedback to the teachers to inform interventions (if needed) for those pupils falling behind.

KS2

In KS2, children are assessed every six weeks. There is an assessment sheet based on the topic and pupils are judged **Secure, Developing or Emerging** stage of development in relation to their age. An attainment code based on this assessment is then entered on to DCPRO Online for pupils. The data is used by the Humanities Coordinator to feedback to the teachers to inform interventions (if needed) for those pupils falling behind.