

Brunswick Park Primary and Nursery School History Curriculum Implementation

Wellbeing

We believe fostering positive mental health and wellbeing is the foundation for all learning and growth. Our curriculum, including the 'hidden curriculum' of school culture, supports all pupils to develop a positive self-image and equips them with the knowledge and skills they need to look after their mental and physical health.

Respectful

Friendly

Determined

Kind

Courageous

Tolerant

Planning

Teaching

Assessment

**Review and
Development**

**Inclusion and
diversity**

**Cultural Capital
and Partnership**

Planning follows an enquiry focus with all aspects of learning based around the key enquiry question.

History topics are blocked where possible to enable children to focus on developing their knowledge and skills.

Medium term planning for all units will cover key historical concepts: Chronological understanding, Historical knowledge, Historical interpretation, Historical enquiry and organisation and communication.

Planning includes opportunities to revisit existing knowledge and skills at the beginning of each topic and to assess new knowledge and skills at the end.

Pupils will build upon historical knowledge and skills progressively

We use skilful questioning to promote deeper thinking, and to scaffold children's thinking building towards answering the key enquiry question.

We encourage children's own questions to further their knowledge and understanding.

We teach vocabulary progressively and the vocabulary that children are expected to be able to understand and use is set out for each unit.

We use high quality visual and real life resources rather than generic or low quality images.

We tailor our teaching to different learning styles and make sure that there are opportunities for playful, active and creative learning.

We assess children's prior knowledge before beginning the teaching of each new History unit to ensure that lessons are ambitious and supportive for all children.

We have clear agreed end of unit expectations and make use of our knowledge and skills organisers to determine whether pupils are working at the expected standard, or at greater depth within the expected standard.

The History Subject Leader completes the following activities to ensure that History is implemented in line with our agreed approach and that pupils are achieving well in this subject:

-Book Looks

-Subject Leader surgeries

-Staff training

-Share planning

-Learning walks and lesson observations.

The History Subject Leader attends History network meetings for Barnet subject leaders and specialist training as available to ensure they are expert and up to date with knowledge of best practice.

Whilst understanding that many links can be made between History and other subjects, for children with SEND we do not allow a barrier to literacy to be a barrier to History. Children are given the opportunity to capture and record their learning in different, flexible and creative ways in order that all children have a chance to demonstrate their full understanding effectively.

Teachers have positive relationships with their pupils and their families and know about the diversity represented in their class. This is used to inform planning and ensures that all children are appropriately challenged and fully engaged.

Effective use of educational visits and visitors to enrich and enhance pupils learning experience and make the History curriculum relevant and purposeful to our pupils.

Children's learning includes a wide range of other cultures and they develop an understanding of the creating of their multicultural society

We provide the children with a wealth of first hand experiences to foster a sense of awe and wonder including regular participation in trips and workshops.

We place a strong emphasis on the importance of partnership with parents, carers and our local community and value their input and involvement in the teaching of History.