



Nevill Road Junior School History Policy – updated 2023

Intent

Why do we teach this? Why do we teach this is the way we do?

At Nevill Road, we aim for a high-quality history curriculum which should inspire the pupil's curiosity and fascination about Britain's past and the wider world. We shape our history curriculum to engage and motivate our pupils so they grow to become curious learners that can reflect on the past and make meaningful links to the present day.

Our aims are to fulfil the requirements for the National Curriculum for History, providing a broad and balanced curriculum that encompasses the British Values throughout. Our first aim is to primarily build knowledge, then we want to ensure that the curriculum provides a progressive development of historical concepts and skills for the children to understand the key ideas and processes of history.

We want our children to understand the methods of historical enquiry and be able to ask and answer questions to develop their knowledge and understanding. We want our children to enjoy learning about history and to gain knowledge and understanding of the chronology not just through experiences in the classroom but also through fieldwork, visiting workshops, and educational visits.

Implementation

What do we teach? What does it look like?

The whole school curriculum is planned in chronological order with each year group covering at least one aspect of British History and one aspect of the Wider World history. We teach significant aspects of the wider world, like the ancient civilisations of Greece and the Mayans and how they have influenced the history of Britain. We block our topics termly to enable the children to become engaged and emerged in the history topic. The local area is fully utilised with opportunities for learning outside the classroom, engaging the children with the history of Bramall Hall and Stockport's Air Raid Shelters.

Teachers work closely as a team in their year groups. They plan and use their knowledge to outline and guide their teaching. Teachers identify the key knowledge and skills covered in each topic. Consideration has been given to ensure there is progression throughout the school under the following headings: Historical Enquiry skills and interpretation, Chronological knowledge, Historical concepts and understanding Historical Communication, and Vocabulary. Prior knowledge is identified from previous topics covered and reviewed in lessons to show connections and continuity.

Each unit has a broad overarching question. This then develops through more detailed enquiring questions to lead the study and expansion of the historical period. The school is a member of the Historical Association - which provides the staff with resources, planning information and up to date news.

The Classroom Working Wall Displays show these questions with current topic related vocabulary and history related vocabulary for each year group. To develop chronological awareness there is a British History timeline displayed in all classrooms with the addition of Key dates from the World History unit added by the children. There is a Whole School Timeline down one corridor displaying all the Periods of history covered at Nevill Road Juniors in chronological order.

Assessment is achieved with a pre learn activity containing the enquiry questions (on pink paper) and the same questions as a post learn (on green paper).

The children work in a History Exercise book to record their learning. At the beginning of each unit there is an overview - outlining the disciplinary concepts and identifying key knowledge and skills- with a vocab list; which the children update themselves.

To enrich the history curriculum each class organises trips, theme days and invites visiting experts to enhance the learning experience.

Impact

What will it look like by the time children leave school and at the end of each academic year?

By providing a progressive development of historical knowledge and concepts our children will know more, remember more and understand more about History. They will build on prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

The children will grow a chronological awareness, knowledge and understanding of key events in the past, be able to enquiry and interpret History, and to organise and communicate their discoveries. Where applicable, our children will have encountered or participated in high-quality visits/visitors to further appreciate the impact of History and become increasingly aware of how historical events have shaped the world that they currently live in.