

INTENT - We aim to...

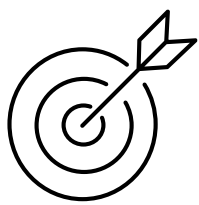
foster a culture of excellence and provides all pupils with a high-quality education.

emphasise the importance of History and support pupils in developing as young historians.

Help all children enjoy History and recognise its value and impact on today's society

set clear expectations for pupil progress, ensuring strong subject knowledge, and skills across the curriculum.

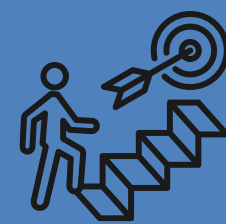
use enquiry-based teaching and clear assessment to track and communicate pupil progress.



IMPLEMENTATION - How do we achieve our aims?



In **EYFS**, History is taught through *Understanding the World*, where pupils explore past and present events in their lives. Through play, stories and guided activities, they develop early skills such as sequencing, understanding time, and comparing past and present.



At **Key Stage 1**, pupils begin to work as historians by developing an awareness of the past, using time-related language, and sequencing events. They explore similarities and differences between past and present, ask simple questions, and use basic sources to find information. Pupils communicate their understanding through speaking and writing while building key skills such as recalling, describing, comparing, and reasoning.



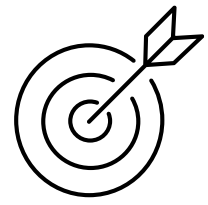
At **Key Stage 2**, pupils deepen their historical understanding by developing chronology, making connections across time, and using more advanced vocabulary. They analyse a range of sources, recognise different interpretations, and explain events using evidence. As they progress, they apply their knowledge, identify patterns, and make informed judgements and conclusions about the past.

Now these things happened to them as an example, but they were written down for our instruction, on whom the end of the ages has come.

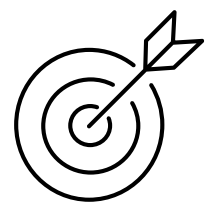
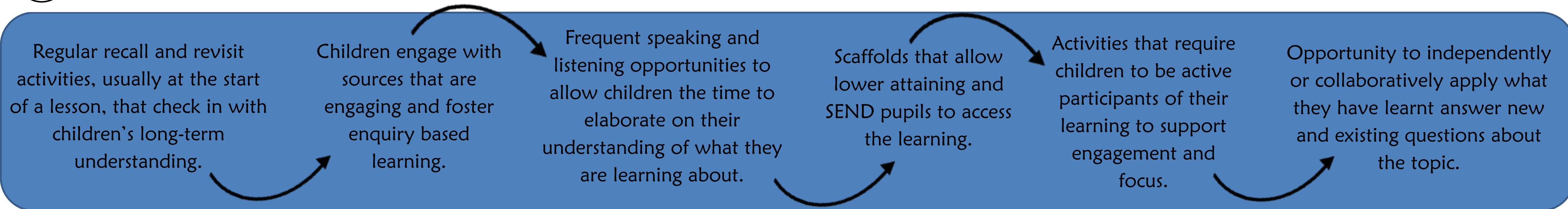
Corinthians 1 10-11

Subject On a Page

'We are not makers of History, we are made by History.' – Martin Luther King Jr



What does a History Lesson look like at BRW?



IMPACT – How will we know we have achieved our aims?

Pupils consistently meet or exceed the expected performance descriptors at the end of each key stage.



Assessment evidence shows pupils can demonstrate their learning in a variety of ways, not just through writing.



Teacher judgements, supported by moderation, show clear and consistent progress in historical knowledge, skills, and understanding over time.



Pupils are able to use historical vocabulary, analyse sources, and explain, justify, and evaluate events with increasing sophistication as they move through the school.



Ongoing formative assessment shows that pupils know more, can do more, and understand more at each stage of learning.

