



Bevendean Primary School and Nursery

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A place for everyone to succeed and thrive

Curriculum statement for the teaching and learning of History

At Bevendean Primary School and Nursery, we are committed to providing our children with a curriculum that has a clear intention and impacts positively on developing them as a learner.

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| Intent | <p>Our aim at Bevendean Primary School is to encourage pupils to develop knowledge, appreciation and understanding of the past by evaluating a range of primary and secondary sources. Our pupils will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day. Throughout our history programme of teaching, we will ensure children learn about significant historical events, locally, nationally and world-wide, for example: World War 2, the Great Fire of London, the Roman invasion of Britain, Ancient Egypt, the Stone Age and many more. In EYFS, children will focus on skills linked to the history of their immediate family (and wider generations), identifying some key figures from the past, developing knowledge of similarities and differences within both areas.</p> | | |
| Underpinned by.. | History Understanding | Develop Understanding to answer history questions | Uses and Implications of History |
| | <p>Our topics follow a sequence across the school to ensure our children develop the necessary knowledge and skills so they can build upon them throughout their time at Bevendean Primary School and Nursery. We understand the importance of children having a secure knowledge base and provide a bespoke curriculum where needed or take this into account when planning and teaching.</p> <p>As a school we understand the importance of having a secure technical and topic specific vocabulary and build opportunities for developing this each lesson. As well as providing opportunities for children to apply their mathematical knowledge through collecting, presenting and analysing data.</p> | <p>Our children develop the skills to work historically by having them embedded in our topics. We give our children opportunities to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. Through our work with oracy, children will always be encouraged to ask questions to sure up their understanding as well as broaden their thinking.</p> | <p>We use our History curriculum to enable children to learn about the world around us from the past, in the present and also thinking about the future. It supports us to gives our children a chance to apply knowledge from other areas e.g. Geography, Science, DT, PSHE, Maths and English. We allow children to ask questions and find the answers to involve them in their own learning. We work hard to develop an understanding that people and human lives have changed over time and the trends and contrasts that have occurred or are still occurring</p> |

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| Implementation | <p><u>How do we implement this?</u></p> <p>At Bevendean Primary School and Nursery we teach topics. Each topic has either a history or geography focus. There are 6 ½ termly blocks of topic lessons and 3 out of 6 have a history focus.</p> <p>At the beginning of each lesson, prior learning is recapped and new topic specific vocabulary is discussed. This is followed by well-planned history teaching embedded with purposeful, engaging, memorable and practical learning experiences to provide opportunities for pupils to develop and build their curiosity and knowledge of the wider world around them.</p> <p>Our bespoke children are supported to access the lessons in a variety of ways: adult support, scaffolded activities, more visual tasks, etc. To enable our children to achieve their year group’s curriculum, we ensure there are a range of activities that they are exposed to so that writing and reading are not barriers to recording and demonstrating their understanding of history.</p> <p>In Early Years, weekly lessons are planned to teach skills or knowledge that prepare our children to access the History curriculum. They are provided with opportunities of hands on learning, at an age-appropriate level, which aims to engage and interest them, encouraging them to ask questions. All of these activities are linked to ‘Understanding the World’ aspect of the EYFS curriculum and ensuring the children are exposed to the world around them, how historical events have happened and changed people, places and objects and developing a sense of time, both future and past).</p> | | |
| | Supported by... | <p><u>Broad and Balanced Curriculum</u></p> <p>Trip and visits are an important of school-life and we look for opportunities to link these with our History curriculum. Fabulous Finishes are a way for pupils to share their learning of history with parents and carers. They are arranged throughout the year. Trips and visits are crucial to give our children life experiences that they can learn from and apply their real-life events to their learning back in school. These events really support our development of oracy.</p> | <p><u>Practical Activities</u></p> <p>When planning our History curriculum, we provide our children opportunities to take part and experience lessons with practical elements and drama, where possible, alongside the knowledge & skills based lessons. These may include looking at historical artefacts, ordering timelines, dressing up as historical characters and examining primary sources.</p> <p>We find this increases the level of pupil engagement and enjoyment as well as retention of knowledge.</p> |
| Supported by... | <p><u>Thoughtful Questioning</u></p> <p>Throughout the teaching of History, opportunities to develop children’s knowledge through questioning is key. In EYFS and Key Stage 1, children will ask and answer questions, choosing and using parts of stories and other sources to</p> | <p><u>Cross Curriculum</u></p> <p>We use knowledge of other curriculum areas to support learning in History. Children apply their reading and writing knowledge in History lessons, with opportunities for them to explain or present their learning. English has links to topic areas</p> | <p><u>Support and Challenge</u></p> <p>Within our whole curriculum, we aspire to support and challenge all of our children to ‘keep up, not catch up’ with their learning. In our History curriculum, lessons and activities are designed to enable all children to access the learning at their own pace and level, whilst providing opportunities for</p> |

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| | show they understand events. In Key Stage 2, these questions will promote the chance for children to make connections, draw contrasts and examine trends over time. | within the curriculum and there are many shared links in these areas. All of our texts in English, are based on the topics (either History or Geography). We continue to strive to increase our opportunities to have further cross-curricular links. | deepening understanding through challenge. This may be seen through tasks/resources, questioning, levels of support, presentation of work and expected outcomes. Bespoke activities are planned to enable these learners to access the same learning as their peers, working at their age-related expectations. |
| Impact | <p>How do we measure this?</p> <p>Throughout the historical journey that our children go through during their time at Bevendean, we want our children to be excited and intrigued by History. We want to deliver a curriculum that makes our children ask questions of How? When? Why? What? Where? about the past, present and future and understand how this has and will impact on their lives and the lives of others.</p> | | |
| Measured by | Pupil Voice | Evidence in Knowledge and Skills | |
| | <p>We use pupil voice regularly to identify a range of information: levels of enjoyment, retention of information, monitoring of teaching & learning and experiences that they have had.</p> <p>Our children will talk confidently about their learning, their lessons and show an interest in this. We also expect our children to talk about their prior experiences and learning and be able to link this.</p> | <p>Evidence of children's knowledge and skills will be evident in work produced in their books, on displays and through pictures/videos. In History, we use an assessment sheet to identify the level that each children achieves against each lesson objective. Children are identified at emerging, secure and exceeding.</p> <p>Progression across subjects is crucial and learning will be built on though their learning</p> <p>When reporting to parents at the end of the year, teachers will make a judgement against the areas of working towards, expected, working above.</p> | |