

Subject on a page:

History

At Hurst Green Primary School, we believe that the teaching of history can open limitless opportunities within a child's imagination & develop a life long passion for learning



Intent—We aim to...



Deliver a '3D' knowledge-rich curriculum, with chronology at its core. Language is carefully planned to repeat & build on prior knowledge

Provide children with historical accurate & enticing stories, which immerse them into the historical period

Develop an enquiry-based approach to history by planning the learning around 'The Big Question'

Support all children in accessing high-quality history teaching, while challenging diversity stereotypes both in & outside the classroom

Foster a love of learning where children develop their passion for history

Implementation—How do we achieve our aims?

We are very proud of our history curriculum at Hurst Green. In EYFS, history is predominantly within their lifetime to develop a growing understanding of sense of self. This develops in KS1 to move onto significant people and places and starting to develop an understanding of different time periods. In KS2, teaching is chronological, which we feel is vital to aid the pupils' understanding of time. Where possible, cross curricular links are made between different subjects within a year group, between history across different year groups and between different subjects in different year groups—a 3D curriculum.

Curriculum design

Our curriculum has been designed using the National Curriculum, whilst also considering the interests of the children. It is planned so that children make progress by simply knowing more and remembering more. By the end of KS2, children will be critical historical thinkers, who are able to challenge different viewpoints appropriately. Planning of topics is focused, not sweeping in nature. The curriculum focuses on knowledge which is underpinned by the context of the event or period being studied. The knowledge & skills developed in history are translated through cross-curricular learning.

Knowledge Rich

Teaching pupils substantive & disciplinary knowledge is vital to history teaching. Substantive knowledge is provided to the children through the Knowledge Organisers, which are used in school & provided for home use. Disciplinary knowledge is taught by children understanding how historians learn about the past & construct their own accounts. This is developed systematically through KS2 in partnership with substantive knowledge.

Enquiry based learning

Enquiry based learning is the driver of every topic based on a key historical concept, such as cause & consequence, historical importance, similarity & difference. Enquiry questions are given to the children under the term 'The Big Question' and all lessons build towards answering this in a final piece of work. Linking lessons to the big question ensures that children are working towards a meaningful final outcome. Subject leaders work closely with teachers to ensure the quality of the enquiry question and that a range of concepts are met across topics.

Vocabulary

Vocabulary is carefully planned to feed through from EYFS to Yr6, ensuring children meet key terms in different contexts & time periods. This vocabulary is not exclusive to history but inclusive to the 3D curriculum. Words are displayed in the classroom which link to the current topic so they can be rehearsed regularly within lessons. Subject leaders have designed a whole school documents that teachers work from, which shows in which context the children have met the words previously. This provides children with the opportunity to have a fully developed understanding of key historical terms by the end of KS2.



Implementation (continued)

Stories

Stories offer an effective way to teach history. Fictional stories develop understanding of historical concepts and put new vocabulary into context. Individual stories can provide an opportunity to understand the diversity of history and demonstrate variations from the generalisations which historians use and construct. An well written & told story starts off a new topic with a bang!

Diversity

Diversity is a complex subject that must be addressed and carefully planned for within history teaching. Children need to understand a wide range of individuals & groups must be reflected in the curriculum as to not create stereotypes in their understanding. Diversity feeds into every topic rather than a stand alone month.

Assessment

Assessment in history falls under three strands. Firstly, teachers use summative assessment as part of their daily practice to gauge understanding. This feeds into the inclusivity for all and provides opportunity for misconception identification. In addition, teachers assess understanding of key concepts through weekly lessons and the final response to 'the big question'. Finally, teachers & subject leads record judgements based on the NC objectives after each topic.

Trips & Visitors

Trips and visitors bring the history curriculum to life, for example a trip to a Roman Villa, a castle & museum visits. They allow children to experience historical teaching from experts and provide them with an opportunity to put into practise disciplinary knowledge. pupils are able to develop their skills as a historian in the field.

Focus days & Events

Focus days and events are being developed within the curriculum as we feel these allow the children to apply their learning to a real life context. In the past, we have had local history focus weeks, culminating in receiving an award from Historic England. We recognise the value of such events & look to develop this further.

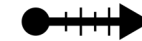
Inclusivity

The content of the curriculum is not reduced for children with SEND, rather the manner in which they access the curriculum and produce work related to it, is amended to suit their needs. Any adaptations concentrate on how the content is taught, rather than the content. High expectations exist for all pupils at their own level of understanding.

High Quality CPD

CPD ranges from in-house in response to external CPD by the curriculum lead to historical experts. All developments to the curriculum are well-considered, planned carefully & monitored and evaluated. Staff have a robust knowledge and understanding of the historical periods taught and how this links to what has been taught previously and what will be taught in the future.

Impact: How will we know we achieved our aims?



Pupils are engaged in their learning and share a passion for history

Pupils are confident in the use of key vocabulary in a range of contexts & are ambitious in achieving age-related expectations

Pupils know more and remember more, demonstrating good progress from their starting points

Pupils have the ability to explain their own historical thinking and understand that history is constructed

Pupils have secure understanding of chronology and inter-linking time periods

Pupils can recognise & appreciate the diversity of British & world history