

## SUBJECT ON A PAGE: HISTORY

Through History at Hollywell, we seek to inspire pupil's curiosity and enthusiasm to know more about the past. History enriches children's natural enquiry skills and allows them to foster a keen appreciation of the world that has gone before them. All children have the opportunity to explore and research the actions and impact of people and events in the past.



### Intent – We aim to...

...provide a hands-on approach using historical artefacts, photographs and primary sources to enrich pupils' historical knowledge and understanding, enhanced through quality texts.

...develop the children's spiritual, moral, social and cultural development through the study of past societies in Great Britain and the wider world.

...develop contextual knowledge of the key events and significant individuals in the history of their own locality, country and the world.

...develop the skills needed to collect, interpret, analyse and communicate with a range of data and historical sources gathered through experiences that deepen their understanding of chronology.

### Implementation – How do we achieve our aims?

History at Hollywell is fun and hands on with cultural capital integral through visits, visitors and theme days to enhance projects. This will support our children in becoming curious, creative individuals with the ability to analyse both the past and the present world around them and contribute positively to our society. History is taught through the development of a range of themes:

**Local History, British History, World History, Changes within Living Memory, Significant Events within Living Memory, Significant Events beyond Living Memory, Historically Significant People, Sources of Historical Evidence**

### Planning and Teaching

#### A Whole School Approach

Three main strands weave throughout our curriculum: Evolution, Environmental, and Legacies. These pathways build a schema to connect and support links in learning and aid long-term memory retention. History forms the spine of the Evolution and Legacies strands. It is an 'interconnected subject' that is taught through cross-curricular projects in every year group. Each project is subject driven, and History is a key subject driver. The content of our knowledge rich projects is organised sequentially which allows children to learn more and do more as they progress. Challenge and support are integral to all projects which ensures progression for all.

#### The Wider Curriculum

History has direct links with the English curriculum. It is also explored through the creative arts, particularly art, music and drama. We strongly believe that all children should have the opportunity to enrich their cultural capital through providing a wide range of extra-curricular activities including purposeful visits to places of interest and visitors in school to complement and broaden the curriculum.

#### An Inclusive Curriculum

We encourage all learners to do their best. Our History curriculum is designed and adapted so that it is accessible to all. The use of highly skilled questioning techniques support, reinforce and extend learning. This provides access for all, including children with special educational needs, those with disabilities, those learning English as an additional language (EAL) as well as those with special gifts and talents. Additional resources are also provided to aid investigations and verbal, or alternative methods of recording are offered to those unable to articulate their understanding and observations in writing.

#### An Overview of the History Curriculum

Our curriculum driver is INSPIRATION. Each project begins with an *introductory* knowledge lesson, followed by an *engage* lesson designed to stimulate curiosity, ask questions and talk about prior learning. The *develop* stage allows the children to delve more deeply into the theme and acquire new skills and knowledge and make links with other subjects. Teachers plan engaging lessons using high-quality resources. Detailed knowledge mats, that include key vocabulary, are shared with children at the beginning of each project. Retrieval tasks, often in the form a low stakes quiz, begin every History lesson through which children consolidate, and Teachers assess, prior learning. Children are encouraged to ask questions and are given opportunities to develop their reasoning skills and research strategies. Lessons also allow children to apply prior knowledge to current learning and find out answers for themselves.

## EYFS FS2

Learning in the EYFS is play based with targeted activities delivered through focus groups. The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant statements for History are taken from the area of learning known as 'Understanding the World'. However, the projects studied still follow the same Evolution, Environmental and Legacies pathways and connect to the knowledge and skills being taught from Year 1 onwards.

Through looking at the 'Past and Present' strand, children will describe and comment on images of familiar situations in the past using relevant vocabulary. They will be encouraged to talk about the lives of people around them and their roles in society. They will begin to identify some similarities and differences between things in the past and now, drawing on their own experiences and what has been learned in class. They will understand the past through settings, characters and events encountered in books read in class and storytelling.

## KS1 and KS2

Our History teaching focuses on enabling children to think as historians. Whenever possible we provide children with first hand experiences and place an emphasis on examining historical artefacts, photographs and primary sources. We provide opportunities to visit sites of historical significance, with Educational Theatre groups visiting for historical themed days, allowing the children to learn through role-play and empathy. We encourage local visitors into school to talk to the children about their experiences of events in the past.

At KS1, children develop an awareness of the past, using common words and phrases relating to the passing of time. They learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. By asking and answering questions, they begin to understand some of the ways in which we find out about the past and identify different ways in which it is represented. Areas of study include changes within living memory and events beyond living memory that are significant nationally or globally. The children learn about the lives of significant individuals in the past who have contributed to national and international achievements, and significant historical events, people and places in their own locality.

At KS2, children continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They begin to note connections, contrasts and trends over time and address historically valid questions about change, cause and consequence, similarity and difference, and significance. Children understand how our knowledge of the past is constructed from a range of sources and they construct informed responses that involve the thoughtful selection and organisation of relevant historical information. Areas of study include ancient civilisations, invasion and conflict, the legacies of empires, and British inventors.

## Assessment

Children's knowledge and understanding of historical concepts is assessed continuously through questioning, discussion and observation, and in written form. Formative assessment also takes place during retrieval activities at the beginning of each lesson. Teachers use assessment to advance pupils' learning by adapting the pace, challenge and content of activities but also by providing time for children to reflect on and assess their own work. Summative assessment takes place at the end of each unit of learning with the children completing POP (Proof of Progress) tasks to demonstrate their understanding.

## Impact - How will we know we achieved our aims?

In line with our Inspiration Outcomes, our children will...

...be independent learners and decision makers. Their historical understanding will grow as their knowledge of, empathy with, and respect for, past societies develop.

...be curious and creative learners. They will have built their historical knowledge by learning in different ways, asking questions and expressing their understanding using ambitious, subject specific vocabulary.

...be imaginative and confident learners who are willing to try new things. They enjoy learning about the past and will develop an understanding of how the past has influenced the present. They use a wide range of equipment and resources appropriately to find answers and solve problems.

...be successful learners. They can apply their learning and make links across a range of contexts.

Outcomes for History are at least in line or above age-related expectation.