



TEACHING HISTORY
AT HOPPING HILL PRIMARY SCHOOL



"We are not makers of history. We are made by history."

Martin Luther King Jr

Golden Threads

Chronology

Explaining when events have happened like a historian.

Enquiry

Researching time periods like a historian

Vocabulary and Knowledge

Speaking and understanding like a historian

Interpretation

Using clues about the past like a historian

INTENT

At Hopping Hill Primary School, our pupils will be delivered a history curriculum which is engaging, interesting and creative. History will provide the children with the opportunities to learn about historical figures, events and dates from their own country's rich history as well as the wider world.

Our curriculum aims to provide children with the necessary skills to talk about different time periods using the correct **Chronology**. Children are provided with the necessary **vocabulary and knowledge** to talk about and understand history using key vocabulary. They learn to research historical figures and events through **historical enquiry** and are encouraged to ask questions about the past. Our curriculum also develops the children's ability to **interpret** clues that have been left about the past and make conclusions regarding how societies once lived.

IMPLEMENTATION

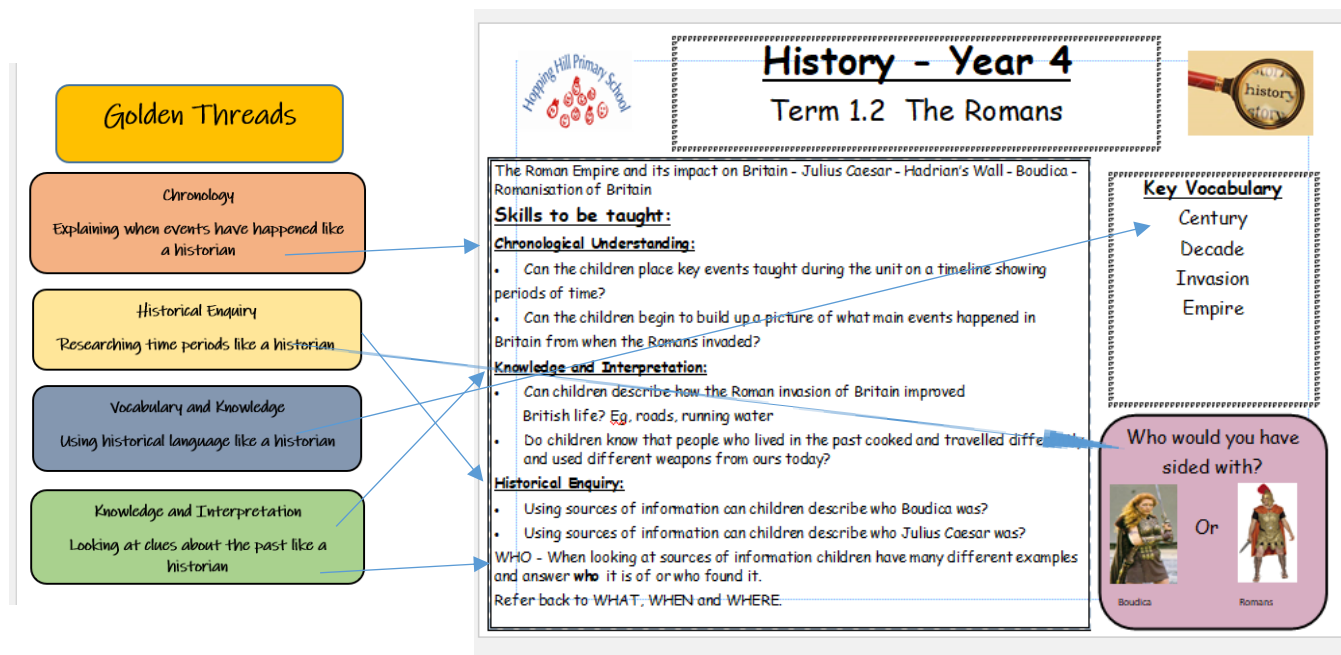
History is taught as a discrete subject for one afternoon (1 hour per week) from Years 1-6. The skills within history or the historical unit can be linked to other subjects to engage the curiosity of the children such as reading, writing, Art, D.T, Science, Maths and P.E.

Teaching and learning are taken from the programme of study which is laid out in the National Curriculum (2014) and is based on medium term plans that run for half a term each, over three half terms in the year. History is taught through a combination of reading, speaking, listening, writing, auditory and visual aids. Artefacts and 'sources of information' are also encouraged if they are to deepen the learning experiences.

In Early Years, history is part of the continuous provision that is offered throughout the year and reflects learning laid out in development matters 2021. In line with this documentation, and the ethos of in the moment planning and being led by the children's interests, specific topics and vocabulary are not prescribed. The golden threads are reflected in the EYFS history overview, within 'Understanding the World' and this assists the teachers in planning provision to reflect their role in the beginning of the children's historical thinking.

When planning for learning using the school's medium-term plans or EYFS overview, teachers will ensure they have knowledge of the prior learning that children will have been taught in history to build upon their chronological understanding and vocabulary of key language (as set out in the Golden Threads).

The development of the curriculum in years 1-6 used the national curriculum expectations- this ensures progression in the golden threads and supports children to explain when certain events have happened using chronology, researching time periods, speaking like a historian using the key language and dates and being able to interpret clues about the past.



Assessment

At the beginning of each history unit the class will share what they know about the forthcoming unit in the form of a mind map. Information will be collected through the class teacher or teaching assistant scribing what the children know. In Key Stage 1 and in Key Stage 2, the children will complete their own mind map pre unit; this will show current understanding of key areas and misconceptions. At the end of the taught unit, key information and facts will be added to the mind map to show what the children have learnt. Pre unit knowledge and end of unit knowledge should be written in two separate colours.

At the end of the unit children will write a response to a 'Key Question' which can be found on the medium term plan. Answering this question gives the children the opportunity to apply their learning and use the knowledge and vocabulary that they have learned. KS1 classes can answer the question as part of a class discussion or individually - verbally, pictorially or in writing. Children in KS2 should answer the question, in their humanities books. This will allow the class teacher to assess informally how the children have understood the main skills and Golden Threads.

At the end of the academic year, class teachers will complete an assessment which informs the history lead which children are working below and above age related expectations for their year group; this allows the history lead to adjust the curriculum if needed to meet the needs of the children.

Key vocabulary (taken from the medium term plans and linked to the Golden Thread of 'Vocabulary and Knowledge') are to be displayed when each unit is being taught and referred to through discussion. Spelling games, to teach words are spelt correctly and quizzes are taught throughout the unit.

During the unit children will write a response to a question that gives them the opportunity to apply their learning and use the knowledge and vocabulary that they have learned

Access the link below to find out more about the National Curriculum programme of study for History:

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study/national-curriculum-in-england-history-programmes-of-study>

INTENDED IMPACT

- ✓ Cross curricular links with other subjects such as maths (dates/Roman numerals/time/chronology), Science (understanding of the **chronology** and invention of materials, medicines and technology), writing (non-chronological reports and newspaper articles) and reading are encouraged.
- ✓ **Vocabulary** for each History unit to be displayed in the classroom when being taught.
- ✓ Pupils will develop a core of historical vocabulary to support them as they leave Hopping Hill and continue their education career.
- ✓ Increase and develop pupil's historical skills, concepts, knowledge and attitudes to the wider world and British history.
- ✓ Increase pupils understanding of the present in the context of the past – how long ago events happened.
- ✓ Develop and use pupil's skills in enquiry, analysis and interpretation – Golden Threads
- ✓ Develop pupils interest in the past, arousing their curiosity and motivation to learn.
- ✓ Develop a sense of identity through learning about the past.