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 are provided with a history curriculum that is engaging, interesting and creative. History provides children with opportunities to learn about historical figures, events and periods from their own country's rich history, as well as the wider world.

Our curriculum aims to provide children with the necessary skills to discuss different time periods using correct chronology. Children are equipped with the vocabulary and knowledge needed to talk about and understand history confidently. They learn to research historical figures and events through historical enquiry and are encouraged to ask questions about the past. Our curriculum also develops children's ability to interpret clues from the past and draw conclusions about how societies once lived.

IMPLEMENTATION

History is taught as a discrete subject for one afternoon each week (1 hour) from Years 1 to 6. The skills developed through history and historical units can be linked to other subjects to engage children's curiosity, including Reading, Writing, Art, Design and Technology, Science, Mathematics and Physical Education.

Teaching and learning are based on the programme of study set out in the National Curriculum (2014) and are supported by medium-term plans that run for half a term, across three half terms each academic year. History is taught through a combination of reading, speaking, listening and writing, alongside auditory and visual resources. The use of artefacts and historical sources is encouraged where these deepen and enrich learning experiences.

In the Early Years Foundation Stage (EYFS), history is embedded within the continuous provision offered throughout the year and reflects the learning outlined in *Development Matters* (2021). In line with this guidance, and the ethos of in-the-moment planning that is responsive to children's interests, specific topics and vocabulary are not prescribed. The school's Golden Threads are reflected within the EYFS History Overview through the area of learning *Understanding the World*. This supports teachers in planning provision that develops children's early historical thinking.

When planning learning through the school's medium-term plans or the EYFS Overview, teachers ensure they have a secure understanding of pupils' prior learning in history. This enables them to build upon children's chronological understanding and their knowledge and use of key historical vocabulary, as identified within the Golden Threads.

The history curriculum in Years 1 to 6 has been developed using the expectations set out in the National Curriculum. This ensures clear progression through the Golden Threads and supports children in understanding when significant events occurred through the use of chronology, researching historical periods, communicating like historians using appropriate historical vocabulary and dates, and interpreting evidence to draw conclusions about the past.

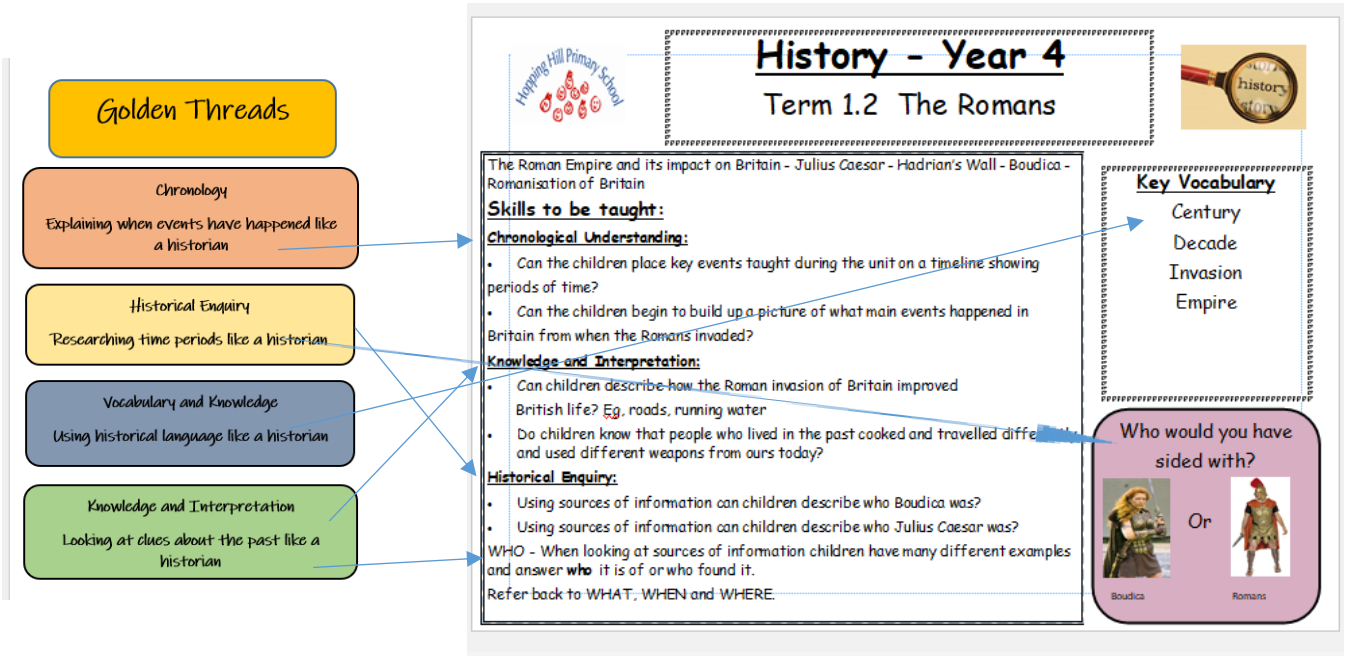
History is taught as a discrete subject for one afternoon (1 hour per week) from Years 1-6. The skills within history or the historical unit can be linked to other subjects to engage the curiosity of the children such as reading, writing, Art, D.T, Science, Maths and P.E.

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, children will refer to the class history timeline and discuss where the period they are studying fits within it. They will be introduced to the key vocabulary and taught the meaning of each term.

At the end of each unit, children will complete a retrieval quiz based on the key learning identified within the medium-term plan. A focus on key vocabulary will also be included. In Key Stage 1, children will complete the quiz as a whole class. From the summer term of Year 2, children will complete the quiz independently in preparation for their transition into Key Stage 2. In Key Stage 2, children will complete the quizzes independently before discussing the answers as a whole class.

At the end of the unit, children will write a response to a 'Key Question', which can be found within the medium-term plan. Answering this question provides children with the opportunity to apply their learning and use the knowledge and vocabulary they have acquired. The 'Key Question' may be incorporated into the retrieval quiz or answered separately. If it is answered separately, it will be recorded in the children's humanities books.

Annual Judgement and Transition

Teachers combine end-of-year reflection with their knowledge of pupils' learning throughout the year, including their completion of retrieval quizzes, to complete the annual assessment overview. This is recorded on the school's assessment tracking system, Insight.

Key vocabulary, taken from the medium-term plans and linked to the Golden Thread of Vocabulary and Knowledge, should be displayed throughout each unit and referred to regularly during teaching and discussion.

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 Mathematics (dates, Roman numerals, time and chronology), Science (understanding the chronology and development of materials, medicines and technology), Writing (non-chronological reports and newspaper articles) and Reading, are encouraged.
- Vocabulary for each history unit should be displayed in the classroom whilst the unit is being taught and referred to during each lesson.
- Pupils will develop a core historical vocabulary to support them as they leave Hopping Hill Primary School and continue their educational journey.
- Increase and develop pupils' historical skills, concepts, knowledge and understanding of British history and the wider world.
- Increase pupils' understanding of the present in the context of the past, including how long ago significant events occurred.
- Develop and use pupils' skills of historical enquiry, analysis and interpretation through the 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.