



## **Subject – History:**

School Vision and motto:

*'Making Learning an Adventure'*

At Holywell Village First School we have high aspirations for our children to become well-rounded and responsible future citizens. They are happy, independent and have positive self-esteem. Our children have a thirst for learning. They are curious about the world around them and are confident to 'have a go'. They are reflective learners who persevere and demonstrate good communication and social skills. They are thoughtful, caring and kind.

*'We want our children to be the best they can be.'*

## **History Curriculum Intent**

*Why do we teach history?*

At Holywell Village First School we strive to make pupils' learning in History exiting, engaging, challenging and rewarding to ensure children have a thirst for learning and are curious to explore the world around them. It is a subject that fires curiosity, spurring pupils to ask questions, to want to know more and think as historians.

We believe that high quality teaching and learning in History will inspire and engage pupils to be curious about the past and want to further their knowledge. By providing a broad and balanced yet creative curriculum, we ensure children are inspired to learn more and remember more. By giving our pupils a clear, chronological framework we aim to support them to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Topic based learning inspires and enables our pupils to make sense of new knowledge they acquire and how this relates to their own lives.

The objectives of history teaching are based on the requirements of the National Curriculum programmes of study for Key Stages 1 and 2.

*"A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time."*

(History key stages 1 and 2 National curriculum in England).

## **Our curriculum is unique to HVFS**

We believe that history lessons should be fully inclusive of every child and reduce inequalities so that everyone can achieve and be successful in history. Children learn best when they are excited and engaged and at Holywell we find this is best achieved through topic based, cross curricular teaching. This facilitates active teaching and learning; initiates transferable learning skills, such as teamwork and it helps children see the links between subjects.

Our intent is to fulfil the requirements of the National Curriculum for History but also :

- Ensure that children's learning is built upon from EYFS to Year 4 through a carefully planned curriculum that excites and encourages children to reflect upon their prior learning whilst further developing their skills and knowledge within History. (CHALLENGE, CONFIDENCE, CITIZENSHIP)
- Ensure children are taught the different types of knowledge to become confident with their:
  1. chronological understanding
  2. historical enquiry
  3. historical knowledge and interpretation (CONFIDENCE)
- Ensure children gain a historically grounded understanding of substantive concepts such as empire, civilisation, parliament, taxation, legacy, democracy, monarchy, aristocracy, rebellion, industrialisation. (CONFIDENCE, CHALLENGE)
- Ensure children have the opportunity to explore disciplinary concepts (time and change, cause and consequence, similarity and difference) through historical enquiry by asking and answering questions. (CHALLENGE)
- Ensure children are able to interpret similar events in history and understand that different versions of the same event exist. (CHALLENGE, CITIZENSHIP)
- Ensure children have opportunities looking at continuity and change to understand how the world has developed around us. (CITIZENSHIP)

## **Implementation**

*How do we teach history?*

Our History lessons will be highly effective by ensuring we implement History in the following ways:

- Each history lesson has a clear history objective, enabling the development of historical skills, knowledge and concepts. Over time, pupils' schemata will grow into complex and rich understandings of these key concepts.
- The topic allows children to relate their historical learning to their own experiences and life by drawing comparisons and making connections between different time periods and their own lives.
- School visits, visitors to school and the opportunity to handle historical artefacts provides our pupils with a more visual view of the topic they are covering; bringing history alive for our learners and helping them gain a deeper understanding of the time period. We use artefacts to encourage the children to become history detectives.

- Pupils have the opportunity to communicate ideas, judgements and views in a variety of formats, including speaking and listening, writing, pictorial representation and other medium (video, audio, recording, photography).
- Teachers plan to create highly engaging and informative teaching and learning opportunities which take into account prior learning and plan for progression in skills. They facilitate activities that motivate the children to learn and stimulate their sense of curiosity and enquiry.
- A timeline is displayed in classrooms documenting the periods of history studied by the different year groups within the school. Staff refer to the timeline on a regular basis as they move through the school to enhance children's sense of chronology, help them understand how subjects fit together and provide a reference for current and prior learning.

## EYFS

In the Early Years, activities are cross-curricular and play based. Children listen to stories; ask 'how' and 'why'; talk about the past and present in their own lives and those of family members and friends; recognise similarities and differences between families, traditions, objects and materials; make up stories and explore ideas through role play. Children are introduced early on in their learning to methods which help them develop an understanding of chronology and introduce them to 'History' skills. The children begin to understand that things change over time such as the decay of fruit and vegetables or the ageing of a human being. Children also begin to use time-related vocabulary to be able to sequence the past, present and future. Within early years staff create a display of special events throughout the year which children refer to and reflect upon using their key historical vocabulary.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance. The following statements indicate what children should be able to achieve by the end of reception.

Through 'Communication and Language':

- Pupils listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions (Listening and Attention ELG) They are supported to sequence stories and events.
- Pupils use past, present and future forms accurately when talking about events that have happened or are happening in the future (Speaking ELG)
- They develop their own narratives and explanations by connecting ideas of events. (Speaking ELG) They learn about historical narrative, sequence and a sense of chronology and duration.
- They answer 'how' and 'why' questions about their experiences and in response to stories and events (Understanding ELG).

Through 'Understanding of the World':

- Children should be able to 'talk about past and present events in their own lives and in the lives of family members (People and Communities. Early Learning Goal, ELG)
- Know about similarities and differences between themselves and others, and among families, communities and traditions(People and Communities ELG) Thus developing a sense of uniqueness and of belonging to a community;
- Children should know about similarities and differences in relation to places, objects, materials and living things. (The World ELG) They compare and contrast, looking at similarities, differences and variety. They are introduced to artefacts and the use these objects purposefully in their imaginative play.
- They talk about the features of their own immediate environment and how environments might vary from one another. (The World ELG) They gain a sense of historical enquiry;
- They talk about changes, explaining why some things occur (The World ELG)

Through 'Mathematics':

- To use everyday language to talk, related to time (Shape Space and Measures, ELG) They begin to use language related to the passage of time: learning that times pass in sequential order; using the past, present and future tense; learning that there is associated key vocabulary and that time changes us all.

## **KS1**

In Key Stage 1, history is about developing knowledge, skills and understanding relating to the children's own experiences with a large focus on understanding chronology and the local community around them. This acts as the foundation so that when the children reach Key Stage 2, they have enough substantive knowledge and experience to be able to learn about more disciplinary historical concepts, romans and anglo saxons more effectively.

- Pupils 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.
- They use a wide vocabulary of everyday historical terms.
- They learn to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- They understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.
- Pupils are taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Pupils are taught events beyond living memory that are significant nationally or globally. Year 1's are taught about the Space Race and year 2's about the Great Fire of London.
- Pupils are taught the lives of significant individuals in the past who have contributed to national and international achievements. Some are used to compare aspects of life in different periods.

## **KS2**

In Key Stage 2, history is about developing knowledge, skills and understanding relating to different periods of history, intertwined with the development of more local topics. Pupils will begin to weigh up historical evidence and use historical terminology fluently in their lessons. By the time pupils reach the end of Year 4, they should have some understanding of the world around them and why it is the way it is whilst being able to judge the validity of certain information.

- Pupils 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 note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They understand how our knowledge of the past is constructed from a range of sources.

### **Vocabulary**

History is a vocabulary-rich subject. In each medium-term plan, teachers plan vocabulary development carefully so that pupils benefit from repeated encounters with words. This ensures that pupils have the language needed to explore historical concepts and interpretation. Each year key historical vocabulary is built upon to ensure learning is sequential and challenging.

### **Our history lessons have the following structure:**

#### ***Review Prior Knowledge***

At Holywell we ensure prior knowledge is activated during history lessons to give meaning and a context to any new learning. This also ensures new learning sticks and children have a deeper understanding of substantive and disciplinary concepts.

*Prior knowledge influences both knowledge acquisition and student capacity to deploy higher order problem solving skills (Hailikari, 2008).*

#### ***Teaching New Knowledge***

Lessons are carefully planned to ensure they are exciting and meaningful to the lives of the children at Holywell. History lessons are inclusive and follow a variety of teaching and learning styles to ensure all pupils become increasingly confident with their chronological understanding, historical enquiry, historical knowledge and interpretation.

#### ***Summarising Taught Knowledge***

Key concepts and vocabulary are recapped to ensure important learning is embedded. Children also have the opportunity to reflect on their new knowledge.

### **History opportunities beyond the National Curriculum:**

At Holywell Village First School – Cultural capital

- Developing exciting cross-curricular links and using the Literature Works approach to immerse the children in their learning.
- First-hand learning experiences and visits to local historical sites when appropriate.
- Using artefacts to develop the children's curiosity and engagement in history and to support them to think like a 'historian'.
- Inviting parents/carers into school to share our learning within History.
- Whole school 'History Detectives' topic.
- Working alongside Heritage Schools to support staff CPD and enhance the curriculum.

### **Impact**

At Holywell Village First School children become well-rounded and successful historians informed by the National Curriculum so they have a sense of time, with a developing coherent chronological understanding. Our schools core values Citizenship, Confidence and Challenge are woven into the History curriculum; promoting a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics. Pupils will support, evaluate and challenge their own and others' views using historical evidence from a range of sources and think, reflect, debate, discuss and evaluate the past, developing an understanding of their place in the world. They will work together to share thoughts and present ideas. We fuel their interests and fascination, wanting them to develop a lifelong curiosity for history, enjoying building on their knowledge as they move onto middle school and beyond.

Progress is assessed after each unit to determine whether children demonstrate emerging, expected or exceeding skills and data is collected by the history coordinator for analysis in the form of a 'Best Fit Grid'.

Lesson observations are conducted by the history subject leader using a peer mentoring approach. The Best Fit learning grids are collected termly so children's achievement and coverage may be monitored.

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