



National Curriculum Aims

The 2014 National Curriculum for History aims to ensure that all pupils:

Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.

Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.

Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Intent

At HPS Primary School, our History curriculum is designed to arouse curiosity and inspire our children to gain a coherent understanding of Britain’s past and that of the wider world. The rich history of the local area and community is also drawn upon to support our curriculum. Children at HPS learn that History is about real people who lived, and real events which happened in the past. It is important for children to understand how the past has influenced the pre- sent and where they identify them- selves within this. History helps our children understand the complexity of people’s lives, the process of change, the diversity of societies, the relation- ships between different groups as well as the changes and challenges of their own time. By the time the children leave HPS we want them to have a secure understanding of the influence of significant historical people, events and periods of time as well as a coherent understanding of historical concepts and skills of enquiry.

Implementation

History is taught as a discrete subject. Our curriculum for History follows an enquiry-based approach, teachers plan units of work linked to themes taken from the National Curriculum. The top- ics within the curriculum have been carefully sequenced chronologically where possible. Lessons are planned to ignite curiosity, building on prior learning and skills. Children are given ongoing opportunities for historical enquiry, exploring how evidence is gathered, interpreted and used to make historical claims. Children are encouraged to question and think critically to evaluate and examine evidence thus broadening their knowledge and applying it meaningfully. The im- portance of making the learning meaningful and relevant to our children is key in developing the understanding of how the past influences the present. Misconceptions are addressed. An ongoing effort to decolonise some of the material presented is underway.

Impact

The impact and measure of this is to ensure that historians at HPS are equipped with an understanding of the key historical concepts and skills which they can apply in other areas of their learning, for example when they move on to Key Stage 3 and as an adult in the wider world. Children record their leaning in a variety of ways, keeping record of their work in their History or Topic books. Teachers at HPS use formative assessment to assess and track progress in History. In addition, children will be assessed at the end of the autumn and summer terms against the objectives set out each unit, and an overall judgement will be made as to whether children are working towards, secure or above expectations

Knowledge and Skills

In the Early Years, History comes under the 'Understanding the World' Learning Goal. Our aim is for children talk about the past and present in terms of events in their own lives and in the lives of people around them to also begin to recognise some similarities and differences between things in the past and now, drawing on their personal experiences.

Knowledge in History refers to the understanding and interpretation of key concepts taught within different historical contexts. The key concepts being: To investigate and Interpret the Past, To Build an Overview of World History, understand chronology and to communicate historically

History in KS1 develops an awareness of the past, starting with personal history and then moving onto broader areas. Our children explore similarities and differences and learn about specific historical events and the lives of significant people.

In KS2, History is taught chronologically where possible to support the children in establishing clear narratives within and across the periods they study. We encourage children to ask questions, investigate and explore so that they acquire the knowledge and skills need- ed to make meaningful links and apply their knowledge and skills.

Creativity

Our curriculum for history enables pupils to make sense of the past and understand the influence the past has on the present.

At HPS we believe creativity allows children to acquire knowledge and understanding with greater impact, making links to prior knowledge and creating new understanding.

At HPS Primary School curriculum planning encourages and supports achieving of natural links between History and other subject disciplines such as English and Art & Design.

Through evaluative and critical thinking children will apply their growing knowledge to draw their own conclusions to historical claims. Opportunities to express themselves in a variety of ways will be developed allowing children to be creative in this. Thus, pupils realising their own strengths and feeling a sense of achievement boosting confidence. Encouraging independence and resilience in their learning.

Assessment

At HPS we understand the importance of assessment to inform the tracking of pupil progress, planning next steps, reporting and involving parents and pupils as part of this. It is an integral part of the Teaching and Learning process.

Teachers make assessments through:

- regular marking of work
- analysing errors and picking up on misconceptions
- questions and answers throughout the lesson
- facilitating and listening to discussions
- making observations

Children will be assessed two times a year against the objectives set out each unit, and an overall judgement will be made as to whether children are working towards, secure or above expectations.

As topics are taught, lessons can then be personalised to classes and cohorts and any identified misconceptions can then be addressed accordingly by the teacher. We use retrieval activities to assess how effectively knowledge and skills have been embedded and mastered by our pupils, referring to skills and knowledge progression overviews.

Our SHINE Curriculum follows our school values: service, gratitude, excellence, compassion, integrity, respect