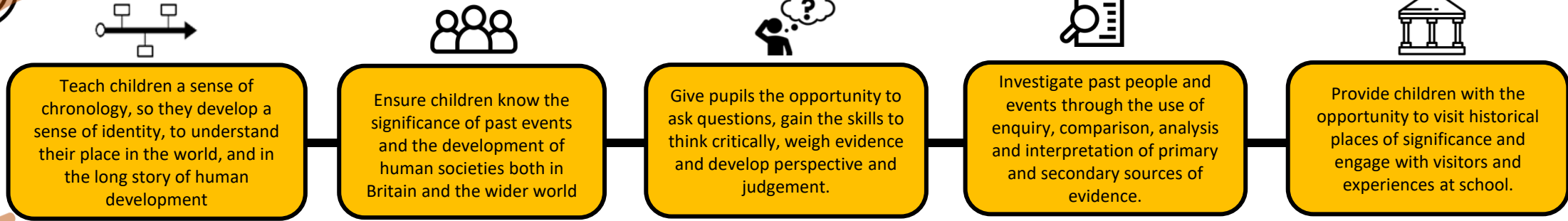




Intent- We aim to...



Implementation- How do we achieve our aims?

Our curriculum

Our History curriculum has been created in accordance with the National Curriculum and beyond, and with an understanding of the EYFS framework. Topics selected for History follow statutory guidance to ensure accurate and broad coverage. The curriculum is mapped out so that in each year group will study an aspect of British History, be that a key event in KS1 like The Great Fire of London, to the Roman Army's impact on Britain in KS2. These are taught in the Autumn Term in chronological order. In Years 3-5, the Summer Term unit focuses on an Ancient Civilization building up to Year 6 where the children's learning goes beyond the National Curriculum with a focus on Civil Rights and how attitudes to equality, race and gender have changed over time. Throughout the year, significant events in history are remembered, celebrated and commemorated.

Content



Local History Pre-History Ancient Civilisations British History Significant People

Progression of skills

Children need to develop their disciplinary knowledge, their understanding of how historians investigate the past, and how they construct historical claims, arguments and accounts. In EYFS, children learn these skills very simply as part of their learning about the past. From Year 1 to Year 6, each enquiry questions focuses on one or two of the disciplinary lenses.

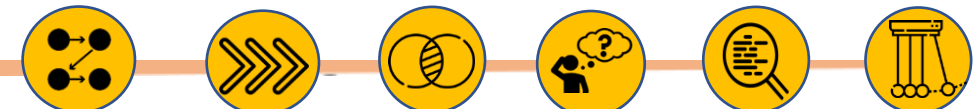
Progression of Knowledge & our 'Golden Threads'

At Keep Hatch, children will encounter 'Golden Threads'. These are substantive concepts that are revised and developed throughout different history units and across the key stages. For example, the idea of 'Exploration & Empire' will be introduced in KS1 with a study of the significant achievements of Christopher Columbus. Children will question whether Columbus should be remembered positively nowadays. In Year 4, the children will develop the idea of exploration studying the Polar explorers and their impact on Antarctica. Children will question whether exploration is always a positive step for mankind. In Year 6, their Civil Rights unit will pull on the idea of empire and exploration, and question what it means to be British nowadays. Additionally, the curriculum has been carefully mapped so that children build a clear picture of chronology. In EYFS, children begin exploring their personal history; by Year 3, they are exploring their local history and by the time children reach Year 6, they will be applying knowledge from the periods previously studied to their learning around 'The History of Medicine'.

Golden Threads



Civilisation & Culture Religion & Power Legacy Exploration & Empire Innovation Persecution & Rebellion Migration



Chronology Change & Continuity Similarities & Differences Historical Significance Sources & Evidence Cause & Consequence

Implementation- continued



Strong Foundations

In EYFS, children begin to understand the difference between the past and the present. As part of the Understanding the World strand, the Past and Present Early Learning Goal requires that children understand the concept of 'past', laying the foundations of chronological awareness. Children draw upon their own experiences; experiences of characters in stories, as well as exciting role play areas and handling artefacts to increase their understanding of the past.



Timetabling

In KS1 and KS2, History is taught for 3 half terms over the year, for one session a week. In EYFS, learning occurs as part of select topics throughout the year.



Pedagogy

Because 'retrieval practice supports knowledge retention' (Education Endowment Foundation) and children study history discretely every other half term, each unit of History will begin with a 'Flashback' to the previous relevant content e.g. British History. This involves sharing the previous curriculum goals and scaffolding children's retrieval with dual-coding, questioning and vocabulary. It is an opportunity to remember. Every subsequent lesson begins with a 'Quick Quiz' containing four key questions: one from last year, last term and two from the last lesson. Then lessons reference a relevant timeline, looking back at where the unit fits into wider history, and then where the lesson fits in with the chronology of the unit. Key Vocabulary needed for the lesson is introduced as is the Enquiry Question. Learning from history is displayed in the classroom. It includes key vocabulary and showcases children's learning. Each classroom also has a historical timeline which features each topic studied throughout their time at Keep Hatch.



Enquiry led learning

Each unit of history has an overarching Enquiry Question that children are aiming to answer by the end of the learning. Additionally, every History lesson begins with a key question to be explored during that session.



Assessment

Opportunities for formative assessment are integrated throughout the lessons through discussion and writing opportunities. In EYFS, work may be recorded in their Learning Journals and in KS1 & KS2, children each have a History/Geography book. Summative assessments are planned at the end of each unit. These are often writing opportunities to answer the key enquiry question posed at the beginning and will draw on the 'Golden Threads' children have explored.



Primary and Secondary sources

Throughout History lessons in school, including EYFS, children have the opportunity to explore different sources. These include information books, websites and artefacts. The use of artefacts, in particular, allows children to gain a more hands-on experience of the past. In KS2, children learn to evaluate both primary and secondary sources and gain an understanding of how perspective plays a role in interpreting evidence.



Cross-curricular links

At Keep Hatch, the History curriculum is planned in close alignment with the Geography curriculum. For example, in Year 1 Summer Term children explore how holidays have changed comparing Victorian seaside holidays with today. History also links well with other subjects – particularly Reading & Writing e.g. children have opportunities to write biographies about historical figures or diary entries involving significant events. Computer technology is also used in History lessons for research and to watch video extracts. Reading texts are chosen carefully to enhance the history learning with a focus on books and stories which provide contexts to make more difficult concepts and ideas accessible.



Enrichment Opportunities

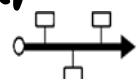
We provide opportunities for children to learn outside the classroom by going on trips to places of historical significance. In addition, children engage in workshops to explore history through role-play, sharing of artefacts etc. This brings history to life for our children and provides memorable experiences to enhance learning.



British Values

Learning in History has strong links to British Values, for example, the concept of Democracy is a focus in Year 4 during the Ancient Greece topic. Key events in British History such as Remembrance Day and Black History Month are commemorated and celebrated annually at school.

Impact- How will we know we achieved our aims?



Children can use the language of chronology and identify periods of history on timelines.



Children can confidently talk about people, events and periods of history they have learnt about and comment on how these have had an impact on life today.



Children ask questions in lessons and follow lines of enquiry as part of their learning about the past, and are interested in finding answers to questions.



Children use primary and secondary sources and can make inferences about the past from these, understanding that perspective can affect evidence.



All children leave Keep Hatch having visited at least one place of historical significance, engaged in workshops with a visitor, and had 'real-life' experiences within the classroom or school.