

HUGHENDEN PRIMARY - HISTORY

Intent:

At Hughenden Primary, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology and build an overview of Britain's past as well as that of the wider world. We develop children with the following essential characteristics to help them become historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- The ability to think critically about history and communicate ideas confidently to a range of audiences;
- The ability to co-operate, support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- The ability to think, reflect, debate, discuss and evaluate the past by showing empathy for others, formulating and refining questions and lines of enquiry;
- A respect for historical evidence and the ability to make critical use of it to support their learning;
- Enjoyment in embracing challenging activities, including opportunities to undertake high-quality research across a range of history topics;
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

Implementation:

In ensuring high standards of teaching and learning in History, we implement a curriculum that allows for co-operation, builds resilience in our children and is progressive throughout the whole school. History is taught as a coherent chronological narrative by termly or half-termly topic, focusing on knowledge and skills stated in the National Curriculum. Teachers use the CLPE English scheme as a basis for cross-curricular Topic teaching and links are made with all other subjects, wherever possible so that aspects of History learning are reinforced in other parts of the curriculum.

As part of this planning process, teachers:

- Write long and medium-term plans in each subject which ensure progression and depth, concentrating on historical skills suited to the year group;
- Ask challenging questions for pupils to answer by applying their learning in a philosophical/open manner;
- Plan exciting trips and visits to the school by experts who will enhance the learning experience;
- Use appropriate cross-curricular home learning tasks which children complete with adults at home.

To assist teachers in the above, the Humanities Co-ordinator at Hughenden Primary aims to:

- Develop and create a progressive framework that focuses on the key skills that children will build on at every stage of the primary career.
- Support Teachers in developing cross-curricular links between not only in History but in the wider curriculum as well.
- Through their own CPD, support and offer advice to colleagues on issues related to History.

- Monitor pupil progress in that subject area, through the use of book scrutinies, summative assessment data and lesson observations.
- Seek to provide external links for whole school and class based learning opportunities in History.

Impact:

Our History Curriculum is high quality, well thought out, chronologically ordered and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress.

As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider historical context.

In addition to this, we measure the impact of our History curriculum formally by ongoing assessment of progress using Learning Ladders