

Hurst Drive Primary

History Curriculum Guidance 2022-23



Intent

At Hurst Drive, we know that History is not only a window to the past but also to the future. Lessons allow children to explore the world around them and recognise how events of the past have impacted the world in which they now live. The history curriculum is designed to inspire a curiosity about the past and the events and people that have contributed to the world around them.

Within our History lessons, children acquire a range of skills in order to support them to compare and contrast historical periods, events and people. History lessons are an opportunity for children to consider the role of people in society and how this has changed over time. Through class discussions, role-play, debate and storytelling, children ask questions to further their understanding and consider events from different perspectives creating a wider understanding of the world and an understanding of those different to themselves. For each history unit, children are provided with the opportunity to engage with a variety of sources and artifacts, loaned from a local library. Through providing these resources, children are able to engage in exciting and meaningful learning opportunities, giving them the confidence to articulate their opinions and deepen their understanding.

At Hurst Drive, we are committed to providing a curriculum which broadens and deepens pupil understanding and all staff have high expectations for all children, mirroring our school vision, 'Success For All'.

At Hurst Drive primary School we aim:

- To develop an awareness of the past, using common words and phrases relating to the passing of time.
- To know where the people and events they study fit within a chronological framework
- To identify similarities and differences between ways of life in different periods and note connections, contrasts and trends over time
- To understand some of the ways in which we find out about the past and identify different ways in which it is represented
- To understand how our knowledge of the past is constructed from a range of sources.
- To develop a knowledge of, and engage in the practice of, the skills and processes undertaken by historians
- To develop in pupils a general sense of enquiry which encourages them to **devise historically valid** questions and engage in discussion **about change, cause, similarity and difference, and significance.**

Implementation

Planning

Teachers plan according to the National Curriculum Programme of study and use the Ark Curriculum scheme of work to provide a consistent whole school approach. History is taught

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in blocks throughout the year, so that children can achieve depth in their learning. Each unit of work is underpinned by a clear rationale and conceptual rigour where connections are meaningful and links between foundation subjects have been embedded to ensure pupils gain a rich understanding including a cross-curricular perspective.

Teachers identify the key knowledge and skills of each blocked topic and these are mapped across the school. This provides a knowledge-rich curriculum that has been sequenced to ensure a broad and effective learning experience for all pupils and for maximum success. Knowledge builds progressively and children develop skills systematically encouraging our children to be active learners who draw upon previously taught knowledge to further their understanding.

Teaching and Learning

At Hurst Drive, we use a variety of learning and teaching styles in order to meet the needs of all our pupils. Clear objectives from the National Curriculum are set and teachers differentiate according to the needs of the children to ensure the objective is met and every child is challenged and targeted teaching is used to support identified children.

Discussion-based active learning is an important part of learning at Hurst Drive Primary.

Within each unit of work, teachers and pupils are provided with a knowledge organiser which identifies the key learning for the topic including key vocabulary. This focus on key vocabulary works in conjunction with Voice21 which is a whole school oracy strategy used to promote the importance of class discussion and child engagement. Knowledge organisers also include timelines which support children in understanding where that unit of work fits within the past and make links to prior learning.

Through varied lessons, children **look at history from a variety of perspectives including, for example from political, economic, social and cultural perspectives.** They learn that the past is represented and interpreted in different ways and use different sources of information to help them investigate the past.

EYFS

In EYFS, our children start to approach history through their understanding of the world. Through engaging with the world around them; **listening to stories, sharing personal experiences and through role-play, children are supported to understand the concept of past.**

KS1

In KS1, children develop an awareness of the past and the passing of time. Through learning about the lives of significant individuals and events beyond their living memory, children are encouraged to talk about how the past has impacted the present-day world. Through exploring where the people and events they study fit within a chronological framework, children are introduced to some of the historical periods which they then study in more detail in KS2.

KS2

In KS2 we take a chronological approach to British History enabling our children to understand the journey our country has been on, from prehistoric times to World War II.

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This supports our children to build upon their knowledge and skills as the chronology progresses and the bigger picture of our country's journey emerges. Children are also taught about a variety of ancient civilisations. This enables them to gain a greater understanding of worldwide history and make comparisons between civilisations.

Inclusion

Driven by our vision of 'Success For All', all children receive quality first teaching in History and activities are differentiated accordingly. Staff have high expectations that all children can achieve their full potential and adapt lessons to ensure that all children are able to access teaching and learning. Scaffolding is used to support children, including the use of sentence stems, word banks and visual prompts and learning outcomes are adapted to be appropriate to specific learning needs.

Multi-sensory approaches are particularly useful for children with SEN. The use of artefacts, photographs and real-life recounts are all valuable resources which will build meaning for all children but particularly for those with SEN. A useful document for consultation when planning is:

<https://dera.ioe.ac.uk/13794/1/history.pdf>

Impact

Through the use of ongoing assessment; monitoring of teaching and learning and feedback with pupils, we will be able to identify impact. We evaluate progress and attainment for all pupil groups including our SEN pupils, in order to successfully support and challenge to ensure best possible progress and success for all.

Assessment

Assessment is used to inform the teacher of pupils' progress in History. Both Assessment for learning and Assessment of learning is used at Hurst Drive Primary School and are imperative to ensure that all of our children are achieving their potential and making consistent progress. Children are assessed throughout their unit of work in order to identify next steps and provide the support required for each child to be successful. At the end of each unit, the children are given the opportunity to apply their learning to answer an Enquiry Question which uses the information that they have learnt throughout the topic.

Formative assessment

Formative assessment is used to identify what the children know and how to move them onwards in their knowledge and application of skills. This is done through a variety of low-stakes measures including quizzes; shared discussions; mini-plenaries and independent tasks.

Feedback

Work is recorded in individual books and acknowledged by the class teacher in order to ensure that children are aware of how they have achieved in their lesson. Teachers also

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provide verbal feedback to the children throughout the lesson to help them to identify their next steps and support them in progressing.