

History Statement

Intent

At Hillesley School our intent for history is (as for the whole curriculum) to build knowledge 'cumulatively', so that children build on their knowledge of history through substantive and disciplinary concepts as they 'grow together in learning and life'.

It is our intent that children develop a strong sense of historical enquiry. We want our children to:

- Ask questions and be curious about history.
- Develop a good sense of understanding of cause and consequence (why events happened and how this has shaped history)
- Develop a strong understanding of chronology (knowing when events happened in history and in what order compared to other events).
- Develop a good understanding of their local history as well as history in other places. It is our aim that children gain an appreciation for the idea that it is the past that shapes our future, that we learn from what we have experienced and this helps us grow and develop as a society.

Implementation

Our history curriculum, which meets the requirements of the National Curriculum, is underpinned by the Plan Bee scheme of work and is carefully mapped out to ensure progression of children's skills and knowledge build from the EYFS to Year 6. Our curriculum is based upon these core foci:

- Substantive knowledge (children's knowledge about the past)
- Disciplinary knowledge (children's knowledge about how historians investigate the past and construct historical claims, arguments and accounts).
- Chronological understanding (children's understanding of when events occurred in history and in what order compared to others)
- Local history

Our classes are mixed-age and therefore our long-term plans illustrate how we teach a rolling programme of topics so that children will study all areas of the curriculum by the time they leave in Year 6. Historical skills and knowledge, along with other curricular areas such as British Values, art/DT and other cross curricular areas, are planned and taught through this topic-based approach. Although the History plans are of a linear, chronological design, as it is a 4-year rolling programme to suit our vertically grouped classes, not all children will receive teaching in this linear manner. To help the children put key historical events in a chronology, a pictorial time line is on display and referenced,

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particularly at the start of every history-based topic so that children develop a chronological understanding.

Teachers regularly capitalise on the children's interests and timely national and local events, e.g. the future King Charles III visiting Hillesley in 2018 and His coronation in 2023.

To promote better understanding and long-term memorisation in history, children are encouraged to make links with previous learning by categorising, comparing, seeking differences and similarities and finding motivations and consequences behind historical events. They are encouraged to retrieve knowledge on a regular basis through short questioning sessions, mini-quizzes etc.

As part of our termly homework, children are encouraged to carry out independent learning in history and to bring this into school for our whole-school homework celebrations; this allows parents/carers to support and encourage children in their history learning.

It is also our intention to bring history to life by organising school trips, special workshops and events to enhance and broaden the children's learning experiences, e.g. visits to Berkeley Castle, 'Play in a day' workshops, WW2 Evacuee Experience on a steam railway, visits from experts, walk to Tyndale Monument.

Impact

We monitor and assess the impact of our history curriculum through both formative and summative assessments. Teachers will assess the children against the learning objective during each lesson through observation of work, questioning or a more formal piece of work. At the end of each unit of work, children will be assessed on their understanding by completing a short assessment.

Progress in history is tracked termly and achievement is reported at parents' evenings and in an end of year report but parents are always welcome to contact teachers to discuss children's learning in history.