



History at Harvills Hawthorn

Intention

At Harvills Hawthorn Primary School, we ensure that our history curriculum is broad and ambitious. Our pupils study a wide range of historical periods, immersing them in unfamiliar worlds and in the diversity and commonality of human experience across time and place. Through historical enquiries and encounters with the richness of the past, our pupils build a complex body of disciplinary and substantive knowledge that reoccurs through well-structured themes, concepts and phenomena.

Our teaching intends to equip pupils with the following:

- To gain knowledge about the history of Britain and how it has influenced and been influenced by the wider world;
- To know and understand the significant aspects of history of the wider world, such as ancient civilisations;
- To know about changes within and beyond living memory;
- To learn about the lives of significant people of the past;
- To understand the methods of historical enquiry and
- To ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

Implementation

At Harvills Hawthorn Primary School, we pride ourselves on the consistent approach to teaching and learning that can be observed across all phases of school. This is achieved through our commitment to cutting edge, research-based CPD in addition to quality-first teaching on a daily basis. Expectations of staff and pupils are high, resulting in good or outstanding progress in all phases. There is a universal understanding of what great teaching, learning and assessment should entail. These strategies are consistently used throughout school and it is the expectation of leadership that all lessons will include a variety of these to enable learners to reach their full potential. Active learning is essential in all aspects of the lesson. All staff use the same terminology so that learners develop a knowledge and understanding of the different ways they learn.

At Harvills, we believe great teaching, learning and assessment must include the following:

- Understanding the Content
- Creating a Supportive Environment
- Maximising Opportunities to Learn
- Activating Hard Thinking (building ratio)

We are working hard to promote our pupils' English and ensure that they all achieve to the very best of their ability. Pupils are encouraged to read widely and often.



English is fundamental to all subjects. Consequently, we believe that all stakeholders have a role to play in supporting and developing our pupils'

English skills to ensure they can communicate effectively in today's society. All children are expected to follow our school's non-negotiables for presentation. This includes a focus on learning to write in the cursive script.

At Harvills Hawthorn Primary School, we implement a curriculum that ensures the high-quality teaching and learning of history through termly themes. By the end of their primary education, our pupils will have an understanding of British history from Stone Age to present day. They will also be able to draw comparisons and make connections between different periods of history and have an understanding of ancient civilisations, such as ancient Maya and Greece.

We use the History National Curriculum Programme of Study to inform our curriculum and to guide us on the focus and content of each objective. Cross-curricular learning enriches the topic where appropriate. In the Early Years Foundation Stage, history learning is developed through the 'Understanding of the World'. In Key Stage One and Key Stage Two, history is taught as part of a termly topic, focusing on the knowledge and skills stated in the National Curriculum. At Harvills Hawthorn, we understand the importance of allowing children to gain 'real-life' experiences and the themes for the term are usually accompanied by a 'hook' or visit, to provide the children with first-hand experiences to support and develop their knowledge and understanding.

In EYFS, children will be taught how to:

Past and Present ELG

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

People Culture and Communities ELG

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.



In the Discovery Hub, geography looks like

History is delivered in conjunction with the history topic that is being delivered in that child's year group at the time. The history that is delivered will be relevant, meaningful and appropriate for the level of understanding of the child. This means that some of the essential keywords, images, facts and ideas are shared through sensory based activities. Many of the activities, that the children undertake, are practical, sometimes art-based, and are aimed at widening the children's language development, introducing keywords from the topics and sharing ideas/images/artefacts/monuments from different cultures/time periods.

In Key Stage One, children will be taught:

- changes within living memory;
- events beyond living memory that are significant nationally or globally;
- the lives of significant individuals in the past who have contributed to national and international achievements;
- significant historical events, people and places within their own locality.

In Key Stage One, history is about developing knowledge, skills and understanding relating to the children's own experiences, with a large focus on understanding chronology and the local community around them. This acts as a foundation so that, when children reach Key Stage Two, they have enough knowledge and experience to learn about more abstract concepts.

In Key Stage Two, children will be taught:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- local history
- the achievements of the earliest civilisations of Ancient Egypt
- a study of Ancient Greece
- study of a non-European society that provides contrast with British history- The Maya civilization
- a study that extends pupils' chronological knowledge beyond 1066- a focus on World War Two and Crime and Punishment.

In Key Stage Two, history is about developing knowledge, skills and understanding relating to different periods of history, intertwined with the development of more local topics. At Harvills, pupils will begin to weigh up historical evidence and use historical terminology fluently in their lessons. By the time pupils reach the end of Year 6, they should have a clear understanding of the world around them and why it is the way it is, whilst being able to judge the validity of certain information.



The skills that are embedded as part of our history curriculum at Harvills Hawthorn are as follows:

- a chronological awareness and understanding;
- a range and depth of historical knowledge;
- interpretations of history;
- historical enquiry
- organisation and communication

The development of knowledge, understanding and skills are achieved through activities such as:

- going on educational visits in the local area and places further afield in the UK;
- working with artefacts to discover more about different periods;
- using resources to bring to life abstract concepts such as the Stone Age, the Romans and Mayas;
- use of primary and secondary sources to support teaching and learning.

Staff are expected to cover these objectives and skills throughout the academic year and evidence of coverage should be recorded in Humanities books. On a termly basis, teachers are expected to assess the attainment of the objectives, using the given assessment pro forma. These assessments will indicate whether the child is working towards, working at or working above the expected standard for their year group.

Impact

The well-designed history curriculum at Harvills Hawthorn Primary enables all of our pupils to develop rich and connected substantive and disciplinary knowledge. As well as this, our pupils will be taught to think critically, ask perceptive questions, weigh up evidence and develop perspective and judgement. By the end of Year 6, our pupils will have secure and complex chronological knowledge and a secure understanding of abstract concepts and the construction of historical accounts. Through this, our curriculum ensures our pupils are well equipped for life beyond primary school.