

Intent:

At Harvills Hawthorn Primary School, we shape our history curriculum to ensure that pupils gain a coherent and chronological knowledge and understanding of Britain's past and that of the wider world. We inspire pupils' curiosity to know more about the past and how it can influence the present as well as the future. At Harvills Hawthorn, we nurture independent, confident and aspirational learners who enjoy and love learning about history, not only through experience in the classroom but also through fieldwork and educational visits. 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 CPD and 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 outstanding 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 all learners to reach their full potential. Active learning is essential in all aspects of the lesson. All staff use the same terminology so learners develop a knowledge and understanding of the different ways they learn.

At Harvills, we believe outstanding teaching, learning and assessment must include:

1. Challenge for all
2. Collaborative learning
3. Assessment for learning
4. Questioning
5. Progression within lessons and books
6. Learning behaviours

We are working hard to promote our pupils' literacy and ensure they all achieve to the very best of their ability. Pupils are encouraged to read widely and often. Literacy is fundamental to all subjects. Consequently, we believe that all stakeholders have a role to play in supporting and developing our pupils' literacy skills to ensure they can communicate effectively in today's society.

All children are expected to follow our school non-negotiables for presentation. This includes a focus on learning to write in cursive script.

At Harvills Hawthorn Primary School, we implement a thematic 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 Mayans and Greeks.

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. We also have access to PlanBee, Twinkl and Key Stage History and teachers are encouraged to use these, as well as additional material, to support learning and create engaging and informative lessons. In the Early Years Foundation Stage, history learning is developed within the 'Understanding of the World' Development Matters strand. 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:

- talk about past and present events in their own lives as well as in the lives of family members.
- to understand similarities and differences between themselves and others, and among families, communities and traditions.

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 such as the Stone Age and the Romans.

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
- a local history study based on Black Country heritage and history
- the achievements of the earliest civilisations of Ancient Egypt
- a study of Ancient Greece (Year 2020)

- 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 the World Wars.

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 Mayans;
- 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 history curriculum at Harvills Hawthorn Primary School will ensure that all children have a coherent knowledge and understanding of Britain's past and that of the wider world by the time they leave Year 6. Furthermore, it will also ensure that pupils are equipped with historical skills and knowledge to enable them to thrive in Key Stage Three and beyond, and it will enable pupils to contribute successfully to their wider community. As well as this, children should leave being able to think critically, ask perceptive questions, weigh up evidence and develop perspective and judgement.

Overall, history at Harvills Hawthorn helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.