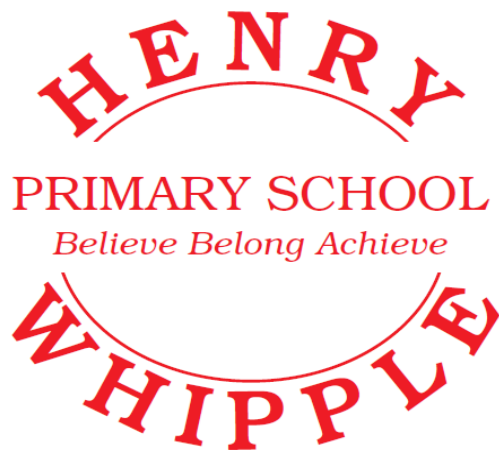
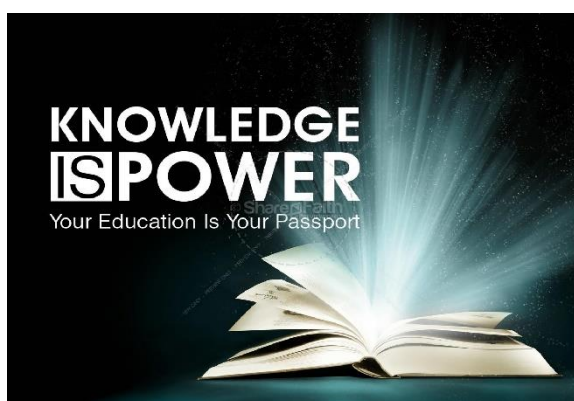


Henry Whipple Primary School



History

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Intent / Implementation / Impact

Subject area statement

INTENT: (vision)

At Henry Whipple...

- ❖ Our mission is for children to think like historians and receive a high-quality history education, which inspires their curiosity about the past. From EYFS to year 6 children gain cumulative knowledge of key abstract terms such as civilizations, power, commemoration, exploration, culture, technology and legacy. Children work as Historians by looking at History through different lenses. These are handling evidence, historic interpretation, historical significance, similarity and difference, cause and consequence and change and continuity. Children use these lenses to make connections, draw contrasts and analyse trends.

In order to achieve this we aim to:

- ❖ Ensure that all pupils know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ❖ Ensure that all pupils know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ❖ Ensure that all pupils understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ❖ It is our intention to enable children to ask perceptive questions, think critically, weigh evidence, discuss and debate, as well as develop perspective and judgement.
- ❖ Through the teaching of history, we endeavour to teach children 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.

We provide a curriculum accessible to all through our teaching and learning Cognitive Science pedagogy within our universal provision. This effectively supports children with PP/EAL and SEND. Children with EAL and SEND are also

supported through additional and adaptive teaching techniques where appropriate.

IMPLEMENTATION: (how)

Our curriculum vision is translated into practice by...

- ❖ Ensuring children's learning is centred in knowing information and being able to retrieve and recall this. We use our learning toolkit skills to enhance this further, ensuring children can make inferences about sources, make connections, summarise events, predict significant figure's actions based on known information, evaluate sources of information and apply key vocabulary about a topic.
- ❖ Within our pedagogy, we include a range of metacognitive skills. Children also use a range of graphic organisers as a means of representing their information and organising their thoughts. Graphic organisers are linked to historical lenses. For example, a multiflow diagram is used to show the causes and consequences of an event.
- ❖ Children all receive a copy of a knowledge organiser for the area of learning for the half term and they are able to access all intended teaching areas for the knowledge area from this, both in the classroom and at home. This is also displayed on the 'Knowledge' learning wall.
- ❖ Classrooms have individual knowledge walls, which display all relevant information for the topic for the half term, which children are able to refer to in lessons and use resources from to further develop their understanding. On the knowledge walls, key vocabulary is prominently displayed to ensure key questions and themes are accessible by all children.
- ❖ Children have enrichment opportunities to bring their learning about the past to life. We place an emphasis on examining historical artefacts and primary sources, making use of topic related artefact boxes obtained from Nottingham Museum services. We look for opportunities to invite visitors into school to relate their experiences of living through significant past events. Furthermore, all children will have a learning away experience each year that is connected to their history learning.
- ❖ Focusing on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.
- ❖ Our mission aims to ensure that children leave Key Stage 1 with knowledge of key figures and some of the changes that are noticeable to children in Britain, such as different types of houses.

- ❖ Children leave Key Stage 2 with knowledge of the world and the role of Britain in key historical events, how Britain has changed over time and what impact other groups and cultures have made.
- ❖ Teaching history discretely but making meaningful links across subjects where appropriate. For example, history is often linked to English with meaningful connections between knowledge learning and writing opportunities. Children access high-quality texts linked to the area of knowledge within reading.
- ❖ Prior knowledge is linked to new learning to deepen children's understanding and to ensure new concepts and skills are retained.

IMPACT

We know our curriculum works for our pupils through...

- ❖ Tracking of progress against core year group expectations, in line with objectives on the Long Term Plan, with the expectation that all pupils achieve expected standards in History.
- ❖ Completion of summary paragraphs at the end of a unit for children to show their understanding of different key concepts within an area of study.
- ❖ The completion of pre and post quizzes which allows quantifiable scores to be produced and demonstrate children's individual progress from their starting points.
- ❖ Pupil Voice and book looks – this tells us about the knowledge learnt and retained by our children and their approach to their History Learning. It allows us to explore the connections they have made to their prior learning and other areas of the curriculum.



HISTORY TEACHING AT HENRY WHIPPLE:



Our over-arching philosophy that underpins our teaching approach at Henry Whipple across all subject is 'Knowledge is Power'.

Our history provision aims to give children a true understanding about the past and how things have changed over time, linking to modern day.

Big ideas

Children need to understand different events and use specific vocabulary that ensures a depth of learning throughout the school.

Children learn how to think like a historian through similarity and difference, handling evidence, cause and consequence, historic significance, historic interpretation, change and continuity.

Cross-curricular links

Work across subjects is linked wherever possible through other learning, such as reading and writing. We select appropriate texts carefully to highlight key knowledge about select topics that highlight subject specific vocabulary.

Vocabulary

Precise vocabulary that builds pupils' understanding is carefully selected so that pupils can access learning content that is subject specific and relevant for accurate learning of the subject. Vocabulary is modelled and applied within meaningful contexts so that pupils retain and use it in their learning and spoken language. Children learn to apply this within context to discuss and write about the given subject.

Content and sequencing

Children are given knowledge organisers at the beginning of every new unit of learning to ensure they have access to all information they may require. They learn different aspects in accordance to chronological events as far as is possible.

Second order concepts are woven into our curriculum so that children can connect their prior learning.

Civilizations: Stone Age to Iron Age (Y3), Ancient Egypt (Y3), Ancient Greeks (Y4), Shang Dynasty (Y5), Mayans (Y6)

Power (Royalty, Empire, Democracy, Invasion, Peasantry): Castles (Y1), Brave Nurses (Y1), Homes Past and Present (Y2), Ancient Egypt (Y3), Romans in Britain (Y4), Anglo Saxons and Scots (Y4), Ancient Greeks (Y4), Shang Dynasty (Y5), Vikings (Y5), Crime and Punishment from 1066 to present (Y5), London our capital (Y6), WWI (Y6), WWII (Y6)

Commemoration: Brave nurses (Y1), WWI (Y6), and WWII (Y6)

Exploration: Explorers (Y2), Space history (Y2)

Culture (religion, belief, lifestyle): Childhood (Y1), Stone Age to Iron Age (Y3), Ancient Egypt (Y3), Anglo Saxons and Scots (Y4), Ancient Greeks (Y4), Shang Dynasty (Y5), Vikings (Y5), Mining (Y6), Mayans (Y6)

Technology: Childhood (Y1), Homes Past and Present (Y2), Explorers (Y2), Space History (Y2), Romans in Britain (Y4), Crime and Punishment (Y5), WWI (Y6), WWII (Y6)

Legacy: Romans in Britain (Y4), Anglo Saxons and Scots (Y4), Vikings (Y5), Crime and Punishment (Y5), London (Y6), WWI (Y6), WWII (Y6), Mining (Y6)

Knowledge retrieval

Pupils revisit key concepts and important lesson content through regular quizzing so that learning is embedded within long-term memory. Low stakes quizzing is used to assess gaps in understanding and to inform a sequences of learning so all pupils achieve in wider curriculum areas. A multiple choice end of unit assessment is completed and an enquiry question to summarise learning.

Enrichment

Half-termly enrichments provide a learning hook for all classes (including Learning Away opportunities) so that a context is provided to pupils for their learning. Learning Away may include a visit out of school or a specialist visit within school.