

South Hill Primary School – History overview



School vision

All pupils at South Hill flourish through a nurturing environment, which builds confidence and resilience and a lifelong love of learning

History vision

To help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. To inspire pupils' curiosity to know more about the past.

To equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Intent	Implementation	Impact
<p>At South Hill, we follow the National Curriculum for History and use 'The Learning Challenge Curriculum' (The Weave) for our progression of skills and knowledge across the school.</p> <p>Our intent is to deliver a History curriculum that:</p> <ul style="list-style-type: none"> • Enables pupils to develop their understanding of history, continually making links to prior learning • Helps pupils to begin to understand the role they play in the world • Allows pupils to see the positive and negatives of things that have happened in the past so that they can learn from them today and in the future • Uses artefacts to engage pupils and inspires hands on learning • Inspires children's curiosity • Is accessible to all <p>The sequence for our History topics, showing our progression of skills and knowledge throughout the school are mapped out in our:</p> <ul style="list-style-type: none"> • History long term plan • History action plan • History Knowledge organisers • History progression document • History Subject policy <p>Through our teaching of History, we want all of our children to develop a mastery of the following skills:</p> <ul style="list-style-type: none"> • An understanding of the past • Use of a wide range of historical terms • Know where an era fits within a chronological frame • Understand different ways to research the past • Ask and answer questions about an artefact 	<p>In the EYFS, the building blocks to History are taught through 'Understanding the world'.</p> <p>In Key stage 1, pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and ask and answer questions about pictures and artefacts.</p> <p>In Key stage 2, pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p><u>Teaching and learning sequence for History</u></p> <p>Inspire/ Cultural capital</p> <ul style="list-style-type: none"> • Hook/ inspiration lesson to immerse the children in their new topic or to end a topic and to promote a love of learning and love of History itself • Uses a range of drama activities, role-play and hot seating when exploring a historical figure or event. <p><u>Historical Sources</u></p> <ul style="list-style-type: none"> • To observe a range of Historical artefacts both real and sourced on the internet • To answer questions about these artefacts by making educated assumptions about what they were used for and what they tell us about a specific civilisation. <p><u>Clear learning journey</u></p> <ul style="list-style-type: none"> • A clear learning journey(Knowledge organisers), from EYFS to Year 6, where skills and knowledge are built upon continually <p><u>Application</u></p> <ul style="list-style-type: none"> • Mastery curriculum where pupils deepen and develop their understanding • Pupils acquire skills and knowledge to understand, present, analyse and communicate a range of Historical information <p>In every lesson, teachers will:</p> <ul style="list-style-type: none"> • Ensure lessons are accessible for all pupils • Promote British values • Use regular 'Assessment for learning' • Make use of excellent quality texts • Create a rich vocabulary environment 	<p>Pupils will be assessed by teacher's reviewing skills and knowledge taught from the NC and Weave. This will be recorded termly using our 'Foundation assessment tracker'</p> <p>Pupils will have developed Historical knowledge and skills to help them observe, question and develop an understanding of different periods of time and how these eras and civilisations have shaped the world we live in today.</p> <p>Pupil's will fulfil the requirements of the National Curriculum and become competent Historians who are passionate and engaged citizens, whilst at South Hill.</p> <p>The impact of the History curriculum will be evidenced through continuous and effective monitoring by the subject leader and SLT, through:</p> <ul style="list-style-type: none"> • Action plan • Learning walks • Pupil voice • Staff voice • Parent voice • Lesson studies • Book scrutiny • Staff CPD • Effective planning