



# History

## **Intent**

At Holmwood School, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world and to be able to communicate historically.

We develop children with the following essential characteristics to help them become historians:

An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;

The ability to think critically about history and communicate ideas confidently to a range of audiences;

The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;

The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;

A respect for historical evidence and the ability to make critical use of it to support their learning;

A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;

A developing sense of curiosity about the past and how and why people interpret the past in different ways.

## **Implementation:**

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of daily review.

When teaching history the teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. History teaching focuses on enabling children to think critically. A variety of teaching approaches are used based on the teacher's judgement.

Educational visits are another opportunity for the teachers to plan for additional history learning outside the classroom. At Holmwood School, the children have had many opportunities to experience history on educational visits. The children have explored local museums, places of interest and have had visitors into school to share history learning and have hands on experiences.

Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and other subjects enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

As part of this planning process, teachers need to plan the following:

A knowledge organiser which outlines knowledge (including vocabulary) all children must master;

A cycle of lessons for each subject, which carefully plans for progression and depth;

A low stakes quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory;

Challenge questions for pupils to apply their learning in a philosophical/open manner;

### **Impact:**

Our History Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

A reflection on standards achieved against the planned outcomes;

A celebration of learning for each term which demonstrates progression across the school;

Pupil discussions about their learning;

Assessing children's understanding of topic linked vocabulary before and after the topic is taught;

Images and videos of children's practical learning;

Moderation staff meetings where children's books are scrutinised and there is opportunity for a dialogue between teachers to understand their class's work;

Marking of written work in books.

The impact and measure of this is to ensure that children at Holmwood are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

We want the children to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future.