

Curriculum Statement

History

Hooked on Thinking

Working With and For Local Families



Intent – History at Hindhayes

Recent research used to inform practice:

Developing history at Hindhayes:

Hindhayes School history curriculum offers a coherently planned sequence of lessons to help teachers ensure they have progressively covered the skills and concepts required in the National Curriculum. We aim to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. These key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating.

The coverage of recent history in KS1 such as 'Kings and Queens' and 'Ticket to Travel' enables children to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories.

Implementation

In order for children to know more and remember more in each area of history studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge.

Adult guides and accurate historical subject knowledge are always provided within lessons to allow the teacher and adults working in those lessons to feel confident and supported with the historical skills and knowledge that they are teaching.

Through these lessons, we intend to inspire pupils and practitioners to develop a love of history and see how it has shaped the world they live in.

Cultural Capital

Children at Hindhayes are generally unaware of the local history of Street or the surrounding area. We aim to introduce the children to the rich cultural heritage linked to Clarks and its huge impact on the town over the past century. We address this heritage through taking the children for tours and walks, visiting local museums, looking at our own school building and visiting other locations such as Green bank pool. We develop this by studying the direct impact the Clarks family have had on the town, learning about the family, their philosophy and beliefs and how this affected their business and workforce.

Impact

The impact of using a wider range of resources will be seen across the school with an increase in the profile of history. The learning environment across the school will be more consistent, with historical technical vocabulary being encouraged, modelled and used by all learners. Whole-school and parental engagement will be improved through the use of history-specific topics and opportunities suggested in lessons and overviews for wider learning. We want to ensure that history is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons and some child-led assessment opportunities.

