

Hambleton Primary School Subject Position Statement – Overview

Subject : History

Leader: Adrienne Blower

Curriculum Intentions & Impact: To equip our children with a broad range of knowledge, skills & qualities to become successful and responsible learners, ready for the next stage of their education. We achieve these through developing learning values across all aspects of a curriculum that is cohesive, progressive & relevant. In history this means that pupils have chronological understanding, depth of historical knowledge, evidence interpretation skills and can organise/communicate this understanding to an age-appropriate level. Within our curriculum, we offer children the opportunity to explore links between different time periods and civilisations.

Throughout their career at Hambleton, children will develop their understanding of the history of Britain and the wider world. They will consider how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. During history lessons, children will explore civilisations and time periods through the observation of various sources, be it physical artefacts, primary and secondary resources and through research and discovery. Their 'historian' skills will be developed to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. They will be taught to 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. They will also be encouraged to explore the reliability and validity of these sources, and critically analyse the accounts of historical events. Within each unit, pupils will learn about the impact the time period or person studied had on civilisation at that time and also how current day links with the period/person studied – the legacy of the person/people.

Pupil Outcomes:

- Planning scrutiny - check for coverage against long-term overview. Planning should show progress within History and build on previous years learning. Check progression against Progression of Skills document.
- Evidence Monitoring - check for consistency of work against planning. Check that skills learnt are evidenced in the work produced.
- Pupil conferencing – Do children feel they are progressing with their History skills and is it engaging? Are they able to verbalise their learning and what skills/knowledge they have gained from their learning?
- Observations of History lessons – are the children taught key objectives? How is the progression between lessons?

Coverage: Analysis of long & medium term planning demonstrated that all aspects of the National Curriculum were being met. This has meant the adjusting of the schools plans to meet the challenges of a constantly evolving class structure. By the end of Year 6 learners will have studied all periods of history as set out in the National Curriculum and will have developed the requisite subject skills. Learners will have had the opportunity to apply these in the context of the schools values, including being resourceful and reflective.

Sequencing and Progression:

In EYFS, our pupils begin by comparing and contrasting characters from familiar stories, including those set in the past and finish by being able to talk about the lives of people around them and their roles in society. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They leave EYFS with an

Areas of Development (Success Criteria & Evidence):

- The subject has precise intentions and end-points. There is no mismatch between the planned and delivered history curriculum.
- Curriculum mapping ensures sufficient coverage across the subject over time.
- The model of curriculum progression is evidenced in children's work across the school and in mixed-aged classes.

understanding of the past through settings, characters and events encountered in books read in class and storytelling. By Year 6, children at Hambledon will be able to: conduct a historical enquiry and ask historical questions; have an understanding of different time periods and where they appear on a timeline; and compare and contrast different historical periods, commenting on how our current society has been shaped by events of the past.

Due to our mixed classes, we have shaped the history curriculum into two cycles. One cycle focuses on the more local history, significant historical people and aspects, such as crime and punishment, throughout history while the other cycle focuses on specific time periods and societies, studied in chronological order.

Quality of implementation:

- Outcomes in books demonstrate the schools intentions are being met and pupils are acquiring the key knowledge & skills ready for secondary school.

Key Next Steps:

Map out History vocabulary progression

Staff Training on History Progression Document.

Monitor books and planning to ensure progression of skills are being taught