

History Framework



Intent

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

History helps pupils 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. History education should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for history; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to develop a love for history.

Furthermore, we aim to inspire in pupils a curiosity and fascination about history that will remain with them for the rest of their lives. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world (The 2014 Primary National Curriculum in England).

History teaching has a wide application to everyday life, teaching the children to enjoy learning about the past and to have a better understanding of the society in which they live.

Implementation

History is taught in topics. These have been planned to foster continuity and progression as children move through school. Knowledge organisers outline the knowledge and vocabulary that children need to be taught and are used as a planning and assessment tool, as well as a success criteria for the children. They include previous learning that should be 'revised' before embarking upon the new topic. At the start of a topic children are given opportunity to convey what they already know and what they would like to find out. In this way teachers can ensure that that lessons are relevant, ignite curiosity, engage learners and take account of differing starting points. Progression and skills documents ensure that learning is built upon systematically.

Impact

Evidence of a broad and balanced History curriculum is evidenced through children's books, pupil voice and teacher planning. The curriculum is planned to demonstrate progression through year groups. The impact of the curriculum is measured through:

- Assessing standards against the planned outcomes
- Marking of work
- Discussions and questioning

Scheme

We do not use a scheme, but the knowledge organisers serve to enable and assist in planning topics.

Assessment

Formative assessment will take place on a regular basis during lessons to ensure understanding and progression. Summative assessments could take place at any time during the topic in a variety of different ways to allow all children the opportunity to show what they have learned. These may include essay writing, quizzes, two-minute writes, verbal feedback, project work, cross curricular work and many more assessment opportunities. Assessment will be made against the key 'sticky knowledge' questions which determine the foundation of what each child should know to progress to the next stage of learning. From this, the teacher will establish whether children are working at the expected level.

Provision for Inclusion

All pupils have equal rights to access the history curriculum. To facilitate this, teachers will set suitable learning objectives, overcome any barriers to learning and respond and adapt to pupils learning needs.

Health and Safety/Safeguarding

Hemingbrough CP Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

All North Yorkshire schools, including Hemingbrough CP School, follow the North Yorkshire Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures).

The school will, of course, always aim to maintain a positive relationship with all parents. The school's Child Protection policy is available in the policies section of the web site.

SMSC and British Values

SMSC in History at Hemingbrough.

Spiritual Development:

- Fostering the mystery of how and why events in the past happened and their many causes.
- Helping children to realise the incredible significance that some individuals have had in the past and how historical knowledge changes with new evidence and different interpretations of events.

- Allowing pupils to see the similarities between people now and in the past and bringing them alive through primary and secondary sources, artefacts and visits and visitors. Artefacts, for example, can bring us closer to people through touching what they felt, feeling their shoes, clothes etc.

Moral Development:

- Encouraging pupils to comment on moral questions and dilemmas from the past.
- Helping children to empathise with the decisions which ordinary people made at the time, based on their historical situation.
- Developing open mindedness when considering the actions and decisions of people from the past.

Social Development:

- Encouraging pupils to think about what past societies have contributed to our culture today.
- Promoting pupils own social development through working together and problem solving.
- The study of social issues is a common theme in History lessons.
- Exploring the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world'

Cultural Development:

- Developing a better understanding of our multicultural society through studying links between local, British, European and world history.
- Gaining an understanding of and empathy with, people from different cultural backgrounds.
- Examining how other cultures have had a major impact on the development of 'British' culture.

British values at Hemingbrough

British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum.

Students explore issues such as democracy in their historical context and relate them to the modern day through studying periods such as Ancient Greece. This enables the students to understand how, overtime, changes happened and to evaluate their impact.

By looking at the achievements of famous British people (KS1), students develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of their work.

Teaching students to respect and value diversity is encouraged in the day-to-day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.