

Teaching and learning of: History

INTENT	At Hook-with-Warsash C.E. Academy we aim to support pupils to become skilled and knowledgeable historians who can share their ideas through discussion and debate and learn about our place in history locally, nationally and beyond. Our curriculum follows the EYFS framework and the National Curriculum via the Hampshire history planning model. This is an enquiry based approach which aims to teach disciplinary and substantive knowledge following Hampshire's six-step planning. Our teaching approach ensures history is taught using a variety of practical, discussion-based enquiries to gain knowledge and skills, as well as key vocabulary which threads through the curriculum. Our history curriculum aims to allow the majority of pupils to progress together with teachers making adaptations as applicable to the children in their classes. We build in opportunities for talk, questioning, discussion and shared learning to enable a deeper understanding. Pupils are encouraged to create links in their learning through our giant timelines lesson which begins each topic (in KS2). This aims to create a concrete visual experience and a reminder of prior learning, showing how the topics relate to each other as the children move through the curriculum.		
Underpinned by	Knowledge	Mastery	Vocabulary
	We broadly follow the Hampshire planning model and use their six-step planning packs for the majority of topics, ensuring we fully cover the National Curriculum. Each unit of work recaps and then builds on prior learning making connections in substantive knowledge via the giant timeline lessons and following Hampshire's ARE skills progression guidelines.	We aim to develop a mastery approach through acquiring a deep, long-term, interconnected, secure and adaptable understanding of history. There are certain principles which characterise this approach. They are: • An expectation that all pupils are capable of achieving high standards with all pupils having the opportunity to discuss and explore the subject and so succeed. • The majority of pupils progress through the curriculum content at the same pace. Challenge is through extending pupil's thinking with rich and sophisticated ideas that encourage connections with other areas of their learning rather than moving onto new content. Individualised support and interventions help to support those who need consolidation.	Pupils will be exposed to, and become confident in the use of, key vocabulary, some specific to each topic, some which overlap and run through different areas of the curriculum as key concepts. Key vocabulary is explicitly shared, clarified and modelled within each topic. Pupils are then actively encouraged to use the vocabulary accurately in their verbal and written work.

IMPLEMENTATION	History is taught in six steps over a half term and alternates with geography topics. Children are ‘hooked’ into a topic, gather knowledge, make sense of that knowledge, draw conclusions, develop and refine their ideas and finally share their knowledge in a variety of different ways. Active assessment takes place during the lessons which allows feedback to be given during discussions at the point of learning. This creates a learning environment where the pupils are taught to discuss, debate, reason and be independent in seeking challenge. Tasks are designed to allow children to demonstrate ‘Mastery’ at a deeper level of understanding, primarily by making connections between different topics and wider ideas. Active assessment guides the direction of learning and teaching during a lesson and informs direction of the subsequent lessons within the framework of the topic. This ensures that teaching matches the pupil’s needs and allows them to demonstrate ‘Mastery’ at their own individual level of understanding. Teacher assessments are conducted at the end of topics. CPD for the subject leader is via Hampshire network meetings. The subject leader speaks to colleagues before, during and after topics are taught to provide support as required.		
	SEND / Disadvantaged The History curriculum is adapted to meet the needs and styles of all learners. A variety of teaching and learning strategies are used to ensure that all pupils can achieve, including: • use of technology to record knowledge in alternative ways rather than just writing • small step learning • use of pre-teaching and over learning	EYFS The EYFS long term plan follows the EYFS Framework and it is where children begin to understand the world around them. We recognise that this is a fundamental building block for all subsequent history concepts. Children explore ideas of their own history (birthdays, families) and key historical events (Jubilee, Coronation) as well as objects, toys and books. They are encouraged to further investigate their ideas in role play and in continuous provision during play.	Feedback, Questioning and Discussion Feedback is given at the point of teaching and may be written or verbal and in a manner which moves learning forward or helps to embed learning and aid retrieval. Questioning and discussion play a vital role. Pupils are encouraged to think deeply about history, identifying connections and exploring concepts. Focus is given to discussion around the knowledge, skills and approach that is needed to explore the concepts and sources. Misconceptions are dealt with in a positive manner in order to develop resilience and confidence.
IMPACT	Pupils will have developed the disciplinary and substantive knowledge in history to help them explore, navigate and understand the world around them and their place in it. Pupils’ knowledge and skills will have developed progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to inspire them to be curious and to develop a deeper understanding about the world they live in. Pupils will be excited and enthused about sharing their learning with others and have the confidence to discuss and explore their ideas.		

	Pupil Voice	Evidence in Knowledge and Skills	Breadth and Depth
	Pupils will be given opportunities to feedback on their experiences in history through discussions and reflections on their work. Success is judged on whether pupils are positive, confident and actively engaged in history and able to show understanding of the key concepts of their topic.	Progress is clear throughout the year based on Hampshire's ARE statements for history. Pupils are able to show understanding of key events and vocabulary linked to their topic. They will have demonstrated skills in their lessons and learned how to apply them. Assessment data is used to monitor our history teaching across the school and inform us of any areas of focus for future planning.	The curriculum follows a similar format in its enquiry approach and the disciplinary and substantive knowledge build up through the school. Deeper understanding is shown as pupils are able to tackle more challenging and complex concepts and make wider connections across their learning.