

# History



*"The more you know about the past, the better prepared you are for the future."  
Theodore Roosevelt*

## INTENT

Young historians with inquisitive, analytical minds who use the past to frame their beliefs and actions will leave St Hilary School ready for the next stage of their learning journey.

By strategically planning to link learning to a range of projects, the children are provided with opportunities to investigate and interpret the past, develop their understanding of chronology, build a coherent overview of Britain's and the wider world's past, learn about and question how historical events have influenced the changing world and communicate their historical learning with confidence.

Through our carefully and skilfully-designed projects, we aim to nurture children in the development of the following essential characteristics to help them become thoughtful, knowledgeable and confident historians:

- An excellent knowledge and understanding of people, places, events and contexts from a range of historical periods, including significant events in Britain's and the world's past;
- An attentiveness to and curiosity about the history of Cornwall and our locality;
- The ability to think critically about historical concepts, events and figures and communicate their thoughts and ideas about these 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, a questioning nature and experience of how and why people's perspectives differ, leading to the past being interpreted in different ways.

# IMPLEMENTATION

To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Chronological understanding, historical understanding, historical enquiry, interpretations of history, organisation and communication and local history knowledge are all mapped out to ensure that pupils build on secure prior knowledge.

History is delivered through subject-specific teaching, planned carefully into each project. Our projects have broad, challenging and inspirational themes and teaching History within these ensures that meaningful cross-curricular links are made, strengthening connections, re-exploring previously-learned concepts and furthering understanding for pupils while exploring historical contexts. We maximise cross-curricular links particularly within our English curriculum, where teachers use project-led lessons and outcomes, allowing children to research, explore, implement and apply historical vocabulary, knowledge and skills.

Within each project (some in greater depth than others), children will link their learning to a local context, where children develop an understanding as to how and why the area in which they live is significant. This enables them to be aware of their local heritage, strengthens chronological understanding and develops their appreciation of how and why things change.

Our curriculum progression thus enables the children to develop and build on their local history knowledge over time so that by the time that they leave St Hilary, they will have developed knowledge and skills that will have immersed them into their locality throughout their primary journey. Meeting the needs of our children is always at the heart of our curriculum; teachers work together with our school community to build cultural capital as much as possible.

St Hilary provides a motivating, captivating and knowledge-rich curriculum; project-tuning is integral to this, taking place during the planning of each project. Projects are outlined to our staff team, questions are asked and feedback is given so that each teacher can go away to plan their project with thought-provoking ideas in their heads to challenge their earlier thinking.

Where appropriate, we utilise practical and experiential activities to enhance our teaching. We use historical artefacts, visitors and school-trips to excite and intrigue all students, giving them opportunities to question the past and create memorable experiences that further support and develop their understanding. These experiences are planned with precision to maximise their learning potential. Children are primed for the activities during lessons beforehand and follow-up work is completed if the subject matter requires further focus.

Equity, Evolution and Excellence (the Leading Edge Academies Partnership values) are integral within our history curriculum. They form part of the planning process and are regularly referred to within our teaching.

Learning is supported through the use of knowledge organisers that provide children with an outline of each unit of study and supports them to retain new facts and vocabulary in their long-term memories. Knowledge organisers are used for pre-teaching, to support in lessons and to assist in assessment. They are also sent home, alongside Curriculum Overviews', so that parents are always kept informed about their child's learning.

We continuously use assessment for learning to ensure all lessons are relevant and support planning the next steps. Foundation subjects are assessed at the end of each term stating whether children are working towards, at or exceeding age-related expectations. This is then used to make sure all children are continuing to make progress and any children whose levels drop, or increase can be addressed accordingly.

Subject Leaders are given regular time (½ day per term) to ensure resources are kept up to date, to monitor the subject across the school, create action plans and to provide subject feedback to SLT as appropriate.

## IMPACT

Outcomes in project books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Emphasis is placed on analytical thinking and questioning and children demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to investigate more about the past. Through their projects, pupils ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Our REAL projects provide further relevant and contextual learning, engaging members of the community in children's learning and providing positive role models from the community for children to learn from.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Annual reporting of standards across the curriculum.
- Marking of written work in books.

Every project will include:

- local, national and international links
- a significant person
- precise Tier 2 and 3 vocabulary
- revisiting of previous conceptual learning and how projects link
- link to power / democracy (empire, religion, wealth, political)
- link to invasion / settlement

By the end of Y6, our children will have learnt about and be able to discuss:

- a basic timeline of World History
- the British Empire and how it has affected the world (Kings and Queens → the Empire now, including different viewpoints)
- local history – how Cornwall has changed and its impact on the world

They will also have:

- The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences
- The ability to consistently support, evaluate and challenge their own and others' views using detail, appropriate and accurate historical evidence derived from a range of sources
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of topics.