



Hawes Primary School - History Rationale



“History gives answers only to those who know how to ask questions.” Hajo Holborn

We aim to help all children to develop an understanding and appreciation of the past: to provide pupils with a broad and balanced view of History in Britain, other societies and epochs, whilst teaching them to develop the skills of enquiry, analysis, interpretation and problem-solving which will prepare them for the next phase in their education.

Our Teaching of History will ensure pupils:

- gain knowledge and understanding of Britain’s past and that of both ancient civilisations and the wider world,
- are curious and think critically about the past, weighing evidence and developing perspective and judgement,
- value their own and other people’s cultures in modern multicultural Britain and, by considering how people lived in the past, become informed, tolerant and respectful members of society.

Pupils will develop a knowledge of:

- Elements of Local, National and World History;
- Chronology: constructing timelines and placing periods in a larger context over time;
- Historical enquiry and Interpretation: using primary and secondary sources to formulate historical questions and make interpretations about the past, explaining how some sources of evidence are more reliable than others;
- Constructing the past: making connections and contrasts within and over time periods, exploring the cause and effect and impact of a historical event, and studying trends over time;
- The themes chosen to thread through the curriculum are: Changes over time, civilisation, invaders, settlers and colonisers, power and influence and giving voice to underrepresented voices.

The Curriculum

The History curriculum is designed with the intention that every pupil can reach their potential in History. History forms part of our blocked curriculum to enable pupils to immerse themselves with the learning and to support cognition and memory.

- The Early Years : introduce pupils to the vocabulary associated with History as they explore the passing of time in their own lives and learn about significant events in the past, e.g. Remembrance; staff follow the EYFS Statutory Framework to guide children to make sense of their physical world and their community; children listen to a broad selection of stories, non-fiction, rhymes and poems to develop an understanding of our diverse world, which has changed over time.
- In KS1 the progression of skills is designed over a two year cycle and in KS2 the progression of skills is designed over a four year cycle, with a broad structure of: Changes in Britain in Autumn Term, Ancient Civilisations in Spring Term and Beyond 1066 studies in Summer Term to allow links to be made and topics to be recapped across the years.
- Explicit links to, and revision of, previous knowledge is made at the start of each area of study.
- KS1 and 2: Each topic starts with an overriding enquiry question to focus pupils and foster curiosity. Topics are compiled of a series of lessons planned for progression and depth.
- In KS2, although children are studying the same topic, LKS2 and UKS2 have different outcomes following the end points in the skills progression document.
- Key knowledge is defined for each area of study to ensure pupils do not experience cognitive overload.
- Our historians are given a variety of experiences both in and out of the classroom, where appropriate, to create memorable learning opportunities, foster curiosity and enthusiasm for history, and to further support and develop their understanding. These include Visits and historical experiences to

the local area and further afield, to allow our pupils to have a sense of belonging within their local area and heritage and to develop a wider sense of history.

- High quality history lessons will inspire pupils to want to know more about the past and to think and act as historians, developing their enquiry skills and understanding their role in time
- Frequent low stakes curriculum quizzes review learning and check that pupils are understanding and retaining knowledge. History assessment is ongoing and informs teachers with planning lesson activities and differentiation; it is also tracked against the History progression of skills and knowledge objectives at the end of the unit.
- History is promoted more widely through the celebration of anniversaries, festivals, and events throughout the year, which are linked with other areas of the curriculum.

The impact on our learners

Through accessing our History curriculum from EYFS to Y6, our pupils will progressively build the knowledge and skills which will give them the essential characteristics of Historians:

- The ability to think critically about history and communicate ideas confidently,
- respect for historical evidence and the ability to make use of it to support their explanations and judgements,
- passion for history and an enthusiastic engagement in learning about the past,
- a knowledge and understanding of people, events and contexts from a range of historical periods,
- the ability to think, reflect, debate, discuss and evaluate the past.

Monitoring will be undertaken through:

- Lesson observation: The impact of quality first teaching in History fosters a love and enthusiasm for the subject.
- Pupil voice provides evidence that pupils are able to talk with confidence and enthusiasm about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that many pupils enjoy history and are able to recall their learning over time.
- Book looks demonstrate that history is taught at an age appropriate standard across each year group with some opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.
- Assessments ensure pupils can demonstrate knowledge and understanding, use key vocabulary and are covering all skills in the progression of skills tracker.

This document is set in the context of our Hawes Primary School “Whole Curriculum Intent Overview Statement and Curriculum Policy.”

These documents include the EYFS Framework 2021 and National Curriculum (2013 & updates) statutory requirements.

To be reviewed September 2027