

History Intent Statement

St Hubert's Mission Statement is at the heart of all our Intent Statements.

Believe to Achieve: Love God, Love Learning, Love One Another.

Intent:

At St Hubert's we aim to deliver a history curriculum that is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. Our teaching of History will help pupils gain a secure knowledge and understanding of Britain's past and that of the wider world. The curriculum is structured in a way that allows for children to make links between current and previous learning, with our 4 repeating concepts (Migration, Childhood, Civilisation/Culture and Justice/Equality. Teachers follow the overview and the detailed bespoke unit plans to make comparisons between historical periods previously taught, developing children's chronological knowledge and understanding from the Stone Age to present day.

We want children to be curious to know more about the past and to have the skills required to explore their own interests. History lessons focus on working as historians and developing historical skills and there are many opportunities for the curriculum to be enriched through historical visits, visitors and events held in school.

We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. It is important for children to develop a sense of identity through learning about the past and we want them to know how History has shaped their own lives. This is why the local area is fully utilised to achieve the curriculum outcomes.

How this is implemented:

Teachers use a variety of teaching and learning styles in their History lessons to develop pupils' knowledge, skills and understanding in History. We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past

- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We recognise that there are children of differing abilities in all our classes, and so we provide suitable learning opportunities for all children. We achieve this by ensuring our teaching, learning and outcomes are adapted, resulting in all children accessing the curriculum.

KNOWLEDGE AND UNDERSTANDING

The children's understanding and knowledge of historical facts will be broadened through the teaching of the following key concepts:

- Chronological knowledge and understanding.
- History of the wider world.
- Historical concepts.
- Continuity and change.
- Cause and consequence.
- Similarity and difference.
- Significance.
- Historical enquiry.
- Interpretation of history and historical perspective.

As the children journey through school, they will use the repeating concepts of migration, childhood, civilisation/culture and justice/equality as a focus for each unit. This provides children with another opportunity to apply previous knowledge and to build upon it in the future.

CURRICULM PLANNING

The whole school overview and detailed unit plans map out the skills and themes covered each term for each year group. These plans define what we will teach and where links to prior learning can be built on. When and where appropriate, opportunities will be encouraged to promote historical learning across the curriculum.

History in the Early Years

Young children explore the past through their environment, family history and stories. There are many opportunities for children to talk about past and present events in their own lives and in the lives of family members. Children enjoy asking and answering questions and are encouraged to question why things happen and give explanations. Stories are used to sequence events and develop their use of language relating to time.

History in Key Stages 1 and 2

The National Curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- 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.
- 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.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Impact of History at St Hubert's:

Children enjoy History lessons and look forward to finding out more about our world (Pupil voice). The children are encouraged to research independently to further their own enjoyment and fascination about the topic or subject. Evidence of work shows a range of topics covered, cross curriculum links and differentiated work. Standards in History are continuing to rise following the implementation of the new History curriculum (Sept 2023) and will match standards in other subjects such as English. We

monitor progress regularly through book looks, evidence of work and lessons plans. We have an ongoing monitoring system that helps staff ensure that all topics and skills are being taught in relevant year groups, feedback from moderations, subject reports and annual subject action plans.