

CURRICULUM SUBJECT OVERVIEW – HISTORY



<p style="text-align: center;">Our School Vision</p> <p>The children of The Hawthorns are at the heart of all that we do. As a whole school community, we nurture and challenge our children within a caring environment, so they grow both personally and academically.</p> <p>We are passionate about developing the whole child; encouraging them to have a growth mindset, believe in themselves, aspire to achieve their best and become resilient lifelong learners.</p> <p>We uphold a strong sense of belonging by valuing our children’s individuality and celebrating diversity to ensure all our children thrive.</p>	<p style="text-align: center;">Subject Intent</p> <p>A rich and exciting history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different cultures, countries and heritage, as well as their own identity and the challenges of their time. Children will leave Hawthorns with a curiosity, the ability to identify, empathise, understand and develop their place as ‘historians’, about key concepts, events and the impact of significant individuals throughout history, right up to the present day.</p>
<p style="text-align: center;">Our Curriculum Vision</p> <p>At The Hawthorns Primary School, we aim to provide a unique and creative learning experience with high aspirations for all our pupils.</p> <p>Our exciting and innovative curriculum is tailored to inspire and challenge each individual child, so they develop a passion for learning and aspire to be successful.</p> <p>The curriculum offers a wealth of knowledge through real life experiences to foster a spirit of curiosity and purpose, encouraging children to make connections and equipping them with the skills needed for their futures.</p>	<p>We recognise the importance of providing our children with experiences to complement their learning at school, so we build in and plan out trips to support our curriculum offer to all children. Importance is placed on prioritising vocabulary in humanities and through both our wider English teaching, where there is a strong link to our history knowledge strands, and history teaching. We ensure children are exposed to quality vocabulary which complements their strong articulation skills. History end points are mapped out through the school via knowledge and skills threshold concepts. As children move through school, they revisit certain threshold concepts and are exposed to increasingly complex historical skills so by the time they leave Y6, they are confident historians</p>
<p style="text-align: center;">Cultural Capital The essential knowledge that children need to be educated citizens</p> <p>We have chosen our topics to ensure that our children receive a broad understanding of the world around us, significant individuals and events which have shaped our world to our current place in history itself. The topics are inclusive, diverse and present a history curriculum which children can identify as part of their culture, heritage or ethnic background. We also create many opportunities for children through experiences such as visits linked to historical periods of time; trip to Butser Farm to learn about the Stone Age; the Roman and Greek workshops., the visit to Hampton Court to develop understanding of the Tudors. We aim to inspire the children’s curiosity to want to know more about the past. We have a research approach and try to make it as relevant to the children and their lives as possible. We take the approach that History is being made all around us all the time, and historical events have helped shape us today. We enhance our learning with experiences which enable the children to develop a deeper understanding through workshops, drama and hands-on activities, as well as trips which immerse the children in the history, taking them to the point of imagining being part of the history itself. History is taught as a stand-alone subject however links are made to other areas of the curriculum where appropriate such as art units which centre around history topics (e.g. Maya masks); in D&T connections are also made to historical learning (e.g. making Roman catapults); links are made in writing (e.g. writing Greek myths); and, many other cross-curricular links. Children are encouraged to engage with historical evidence and to ask and answer questions, along with studying sources, researching chronology and thinking about the impact the past has on the present day. We want The Hawthorns’ child to leave as budding historians with a curiosity and intrigue of past events.</p>	
<p style="text-align: center;">Implementation</p> <ol style="list-style-type: none"> 1.Our history curriculum is based on our Threshold Concepts and Milestones which are developed throughout each year group to ensure continuity across the year groups. 2. Key skills, such as questioning, research, investigation, and cause and consequence, are explored through the History milestones. Children develop a chronological understanding in relation to History taught across other year groups. 3. Children are taught that History is not a stand-alone topic; it is cross curricular and can be integrated across all areas of the curriculum. 3. Where possible artefacts, site visits and resources of historical importance are used to ensure an engaging and exciting delivery of History throughout the school. 	<p style="text-align: center;">Impact</p> <ol style="list-style-type: none"> 1.Children leave The Hawthorns Primary School with a desire to understand, enquire and question. To appreciate other points of view, that accounts may be biased and therefore to make a sensible judgement on their historical appreciation. 2. Children can identify with persons of historical importance, whether this is through ethnicity, diversity, local history or that of a world-wide view, and the impact these historical events have upon us today. 3. Children are excited and inspired to further their historical knowledge. They develop an understanding of the cause and consequence element of historical events, drawing on their understanding to question and delve deeper to fulfil their curiosity.