



Subject Strategy

HISTORY

'A people without the knowledge of their past history, origin and culture is like a tree without roots.' Marcus Garvey

Being a Historian

Historians are people who:

- Have an excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- Demonstrate the ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- Have the ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- Are able to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- Have 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.
- Understand and respect historical evidence and have the ability to make robust and critical use of it to support their explanations and judgments.
- Demonstrate a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Curriculum Intent

At Holly Park, we intend to offer our pupils new and exciting experiences through activities that are designed to build resilience, confidence and self-esteem. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow and make progress as individuals from whatever their starting points may be. The curriculum promotes all forms of equality and fosters greater understanding of and respect for people of all faiths and those of no faith, races, genders, ages, disability and sexual orientations, It keeps pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism. It contributes to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development. It provides both skills-based as well as knowledge-based learning and ensures continuity and progression within the school and between each phase of education. Our curriculum is supported by enrichment days, weeks and extra-curricular activities. We want to make learning fun, practical and exciting to ensure that it is embedded in the long-term memory. The curriculum values prior knowledge and moves on from this point to extend learning. Our curriculum is based upon 4 main principles:

Creativity:

- Is inclusive, exciting and engaging.
- Stimulates creative thinking and problem solving.
- Discovers, nurtures and celebrates children's talents.

HISTORY Intent

At Holly Park, we intend for our pupils to gain a broad and coherent knowledge of history.
 'We aim to ignite children's curiosity of the past by allowing opportunities for them to investigate, observe and interpret historical sources (primary and secondary).

Throughout their time at Holly Park, pupils will be encouraged to think critically about the history of Britain and the wider world. They will be allowed the opportunity to consider and discuss the consequences and impact of key historical events and how the past has influenced and shaped the world they live in today.

We aim to stimulate children's interest and understanding about the life of people who lived in the past and ways in which it differs from the present.

We believe that learning about the past helps children to make sense of the world in which they live and to develop analytical thinking. It enables children to understand all aspects of life, giving a sense of identity and heritage.

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<p>Ambition:</p> <ul style="list-style-type: none"> • Teaches the essential skills of English and Mathematics across the curriculum. • Is broad and balanced. • Teaches resilience and the ability to persevere. • Is well sequenced, progressive and memorable. • Prepares children for the next stage of their education. <p>Curiosity:</p> <ul style="list-style-type: none"> • Reflects our diverse community. • Develops effective communication skills • Fosters enthusiasm and a love of learning. <p>Health:</p> <ul style="list-style-type: none"> • Supports British Values and our school values. • Encourages a mentally and physically healthy lifestyle. • Nurtures and supports social and emotional development. 	<p><i>‘A people without the knowledge of their past history, origin and culture is like a tree without roots.’</i> <i>Marcus Garvey</i></p>
<p>HISTORY Implementation</p>	<p>HISTORY Impact</p>
<p>At Holly Park the teaching and learning of history focuses on enabling children to think as historians. We have used the best research to create a well-sequenced and progressive curriculum map containing the key concepts children need to be procedurally fluent in, to work and think like historians.</p> <p>These key concepts are:</p> <ul style="list-style-type: none"> • <i>Historical interpretation</i> • <i>Knowledge and understanding of events, people and changes in the past</i> • <i>Chronological understanding</i> • <i>Historical understanding</i> <p>We enable children to find out about the past from a range of sources – using primary and secondary sources, handling artefacts and making use of local area and visits to museums and sites of historical significance.</p> <p>We develop children’s understanding and skills in looking at and interpreting evidence including recognising that the past can be represented in different ways. We develop skills of research and note taking and to present findings in a variety of ways such as in written, oral or pictorial form as well as using ICT.</p>	<p>We want our children to leave Holly Park with the behaviours that they need to succeed in the world. They will be confident and successful lifelong learners.</p> <p>We want to help our pupils to:</p> <ul style="list-style-type: none"> Develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills Acquire understanding, knowledge and key skills relevant to school, adult life and employment in a fast-changing world Be able to use language and number effectively Develop personal moral values, respect for religious values and tolerance of other races, religions and ways of life Understand the world in which they live and the inter-dependence of individuals, groups and nations Appreciate human achievements and aspirations – a sense of ‘awe and wonder’ Know and remember more <p>For the best impact we intend that we have:</p> <ul style="list-style-type: none"> A clearly defined, high quality curriculum Effective delivery The curriculum being taught and learned as intended



Subject Strategy

We teach children to identify why people did things, the main characteristics of different societies at different times including links between times studied. The children build on their understanding of chronology as they progress through the school.

In EYFS, our children begin to make sense of their own life-story and family's history. They learn to identify similarities and differences between things in the past and now, and understand the past through characters, settings and events in stories.

In KS1, our children develop an awareness of chronology by creating a timeline of the first five years of their own lives. They also create timelines for events in the lives of historical characters relating to their class topics. They learn about changes within living memory, and make links to life in Britain. They learn about events beyond living memory that are nationally or globally significant. Children are able to use a range of everyday historical terms. They understand ways in which we find out about the past, and know ways in which it is represented.

In KS2, our children develop their understanding of chronology, placing past events on a history timeline and knowing that most of the history of the Earth has been prehistory (before human beings). They learn about the scientific theory of the beginning of the universe (Big Bang) in order to gain perspective, understanding that human history has occurred only in the most recent years. Children can use the terms ACE and BCE, understanding their meaning. They develop their knowledge and understanding of British, local and world history and understanding and increasing range of historical terms. They learn to consider sources, including validity and bias as well as quality. They study a range of time periods, civilisations and events across the key stage. In each year, children study an ancient civilisation, a time period in British history and an aspect of local history.

HISTORY PEDAGOGY

Clear links being made between each topic in history, placing them on a timeline that is added to as children progress through the school.

Clear comparisons are made between different eras – children compare and contrast the lifestyles experienced by people living in different times and cultures across the world.

In History, our children:

- will understand chronology, using a history timeline, will use the terms ACE and BCE with fluency, and will be able to place known events and civilisations in chronological order.
- will add to the timeline every year, so by Year 6 they have a clear understanding of a range of events and eras, and how they fit together.
- will have studied a range of ancient civilisations, periods and events in British history and historical events in our local area, including Friern Barnet and Greater London.
- will have experienced a range of school trips to places of historical significance, relating to the history topics studied in school.
- will understand and be able to use a wide range of everyday historical terms, as well as more technical words and phrases, when talking about history.
- will know how events and periods of time in the past have affected and shaped our current world, both locally, in Britain and around the world.
- will have compared and contrasted specific themes throughout history, including lifestyles of rich and poor people, social organisation and technology.
- will have a clear understanding of how human beings have developed from the earliest Stone Age to modern day.



Subject Strategy

1 – Good relationships

Children will feel in class that they can express their ideas freely and be respected. Their contributions will be considered, and valued as part of the debate or class discussion.

2 – High expectations

Open-ended questions will be used to provoke higher-level thinking. Lessons will include information, but also consideration of a range of issues relating to the topic. Links will be made with previous learning, across the history curriculum, and to other subjects wherever appropriate.

3 – Review and recap

This is vital in history. Each new topic needs to be firmly placed within a chronological timeline – linked to children’s previous learning. Eg when were the Vikings in Britain, compared to the Romans, Angles and Saxons? Did they overlap? How did they interact with or affect each other?

Within a topic, learning from previous lessons will be recapped briefly, to check memory and understanding. Key vocabulary will be repeated and recorded. Displays will be used to act as a reminder to the children – pictures of the history topic, key words and dates etc.

4 – Talk

Children will be given frequent opportunities to talk about their learning – in pairs, in small groups and in whole-class discussion. This may focus around an artefact, pictures, primary or secondary source, teacher questions.

Opportunities will be given for meaningful debate about issues related to the history topic. Eg. Should children be allowed to work? (link to Victorian times).

Is Athens or Sparta a better place to live?

5 – Modelling

Teachers will model their thinking process, by verbalising their thoughts, modelling asking questions about a picture, issue, artefact etc. Teachers model how to draw conclusions from a range of information. Model whether we can believe a source is valid, or should we be questioning accepted ‘wisdom’?

6 – Practice

Children need time to practice skills in history lesson, such as researching a topic, comparing information from different sources. Does this letter support what this picture is showing us? Why/ why not? What can we learn from this?

Teachers provide scaffolding to children as necessary, for support. This may be adapted for SEND children, children with EAL etc.

Questions are used to deepen understanding.

7 – Assessment

Using questioning and observation to assess children’s knowledge and understanding

8 – Feedback

Encourage pupils to reflect on what they have learned and what they might usefully find out about next.