



History



Where it begins

In EYFS, pupils learn about the past and present through Understanding the World. They discuss changes that have happened to them in their lives and changes to their family. Throughout the year, they begin to make sense of their own history.

Hands-on learning

Pupils engage with a range of sources to allow them to deduce and learn about historical topics. These include artefacts, hot seating and collaborative learning approaches.

Reading and vocabulary

At the heart of all History lessons is vocabulary. Vocabulary is carefully chosen by subject leaders to unlock historical learning. Reading around the subject allows pupils to apply this vocabulary.

Well-sequenced lessons

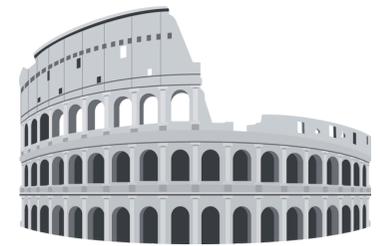
Teachers plan well-sequenced lessons with the support of knowledge organisers which provide guidance for the order and content of lessons. Key knowledge is outlined and CPD opportunities are provided.

Inclusivity

We have high expectations for all pupils and History is no exception! Learning is scaffolded to support all learners to access and learn about History. Going deeper challenges help learners to make deeper links between their learning.



History



Cross curricular links

We use reading to explore historical sources and uncover information. Other areas of the curriculum such as Geography and Science help us to understand the nuances of History even further. Our learning also considers the strong link between History and Art.



Cultural Capital

Leaders have created a cultural capital map for teachers to follow. This provides experiences alongside History units to ensure pupils receive a broad and balanced experience. These experiences include trips to museums or local historical sites, virtual tours of places of interest and 3D museum exhibits.



Disciplinary knowledge

Pupils at Haughton St. Giles learn **how** to be a historian as well as facts and figures. Skills have been deliberately planned throughout the curriculum including understanding of chronology, cause and effect, compare and contrast and enquiry using sources.

Substantive knowledge

Guided by the National Curriculum, subject leaders have created a two-year rolling programme which is both progressive and challenging to support our mixed-age school. Historical themes progress through topics and deepen: peasantry, monarchy, Britain in the World, empire, parliament and civilisation.



Assessment

Teachers assess throughout topics and not just at the end. They balance assessment of substantive and disciplinary knowledge to get a rounded view of each pupil's understanding. Quizzes help to keep assessment engaging for pupils.

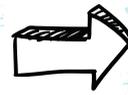
History

Disciplinary knowledge

Chronology



Cause and effect



Compare and contrast



Enquiry using sources

Pupils learn how to sequence events first using words and then dates. They progress onto using timelines to map significant events in History and consider the amount of time which passed between these events. Pupils develop a thorough concept of chronology and eras in History.

Throughout their time at Houghton St. Giles, pupils consider cause and their effects in a range of Historical topics. They consider how contributing factors combine to change the course of history and consider what may have happened differently had circumstances changed.

Pupils learn how to find similarities and differences between periods of history in aspects such as clothing, food, work or school. They can explain how events shape the future and how this differs in different periods of history or civilisations. The curriculum guides pupils to make links between periods.

Sources play a key part in our History learning. Children learn how to use a range of primary and secondary sources to draw evidence about the past. They learn about why some evidence from the past is more reliable than others and consider bias in sources such as propaganda.

