



History at Heathfield

Intent

At Heathfield, we believe that History plays a vital role in providing our children with an understanding of how the past has impacted their lives today. We believe that it is important for our children to have a deeper understanding of how changes throughout history affect them, with opportunities to develop a wider knowledge of key historical events, drawing similarities and differences between these and modern life.

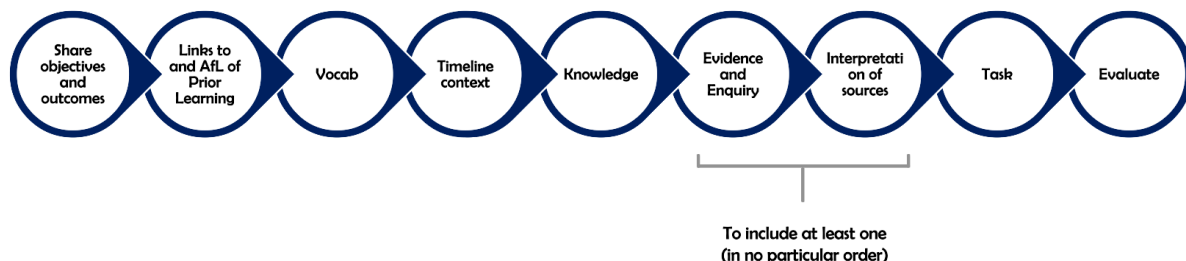
We aim to celebrate diversity and cross-cultural links throughout the curriculum. We believe our History curriculum plays a valuable role in this too, *including everyone* following the National Curriculum and tailored to promote an ethos of inclusivity and diversity marking national celebrations and key events linked to history. We aim to provide all children with a cultural and historical understanding of their own self and community.

We know that encouraging critical thinking skills in an engaging way, children will develop a deeper knowledge and understanding of History. Through examining, evaluating and discussing historical evidence, our children will feel enabled to become confident in exploring changes that have happened, are happening and may happen in the future.

Implementation

Whilst following the National Curriculum, we ensure topics are well sequenced and build upon throughout children's journeys at Heathfield.

Each History unit follows the same sequence of learning to ensure the coverage of the key elements that form the backbone of the History curriculum:



Clear curriculum pathways support teaching staff to ensure that objectives are being met in each year group across the two-year cycle.

Supportive materials and Continuing Professional Development resources are shared in whole school staff workshops and are accessible for all staff members to plan, teach and assess History effectively.

We believe that it is important for children to immerse themselves in history through hands-on artefacts, experiences and visits. Therefore, every child has access to historical artefacts linked to their topic. For example: toys throughout history, replica Greek vases and Ancient Egyptian canopic jars. Children can also experience historical sites or artefacts through apps such as the Civilisations AR app. Human history comes to life from sites around the world, for example, Tutankhamun's sarcophagus, without leaving the classroom. Being focused on enrichment and engaging our children in History topics further, many visits are organised. For example: Creswell Crags (in a Stone Age topic); Warwick Castle (in a Tudor topic) and the Black Country Museum (in a Victorian topic). Other

experiences include 'dress-up' and 'theme' days where children can immerse themselves in history through clothing, food and activities. Historical narratives and non-fiction texts are also in school for children to read and enjoy.

National celebrations and key events such as The Queen's Jubilee and Black History Month are marked with class-based activities and assemblies. A calendar of key historical events is available for staff to refer to and raise awareness.

In topics where History is the main focus, many cross-curricular links are made, including in English. Children are encouraged to draw upon their learnt knowledge to apply in other areas of the curriculum.

SEND Provision and differentiation

Differentiation and personalised provision support all learners in History lessons. Effective special educational provision is put in place so any learning barriers are removed. SEN support arises from the graduated approach of Assess, Plan, Do, Review starting at a whole school level to a personalised level.

Assessment

During and following a lesson, misconceptions are addressed swiftly. Teachers can adapt their lessons to better suit the needs of learners to consolidate key concepts.

Weekly and half-termly phase planning allows discussions between class teachers to feedback outcomes of lessons including resources and their effectiveness; phases communication inform next steps of learning for their pupils.

Termly, foundation subject assessments are completed. Gaps are analysed and medium-term plans can be altered.

Impact

The impact of a sequenced, engaging and diverse History curriculum instils a love for learning for our children. Our children acquire the deeper thinking skills of historical enquiry through a range of experiences and sources to understand how they are affected and how they might affect change too. Rich discussion, historical vocabulary and the chronological awareness of key historical events and figures throughout history are embedded in our children's increasing knowledge.

Many children are inspired to research further using a range of texts we have in school. They enjoy reading books such as 'Horrible Histories' and historical narratives such as 'The Firework Maker's Daughter'. Some children aspire to be historians, inventors, history teachers and archaeologists because of their love for learning history.

From pupil feedback, our children have said that they remember and have really enjoyed visits and immersion days. They can remember and talk confidently about the time period and key learning.

Skills such as debating, comparing, empathy, presenting and retrieval are embedded and are improving throughout our children's Heathfield journey.

How the Heathfield Pledge is delivered through History

Happy, safe and confident

Children have shown pride and confidence in their work, especially through their class displays. When discussing topics, most children have shown a high level of confidence in sharing their new knowledge.

Eager to learn

Immersive topic lessons have developed the children's eagerness to learn and this is then reflected in their work. Engaging the children in a variety of aspects from history has ensured that they have maintained a high level of engagement.

Aiming high

Same standards set by teachers and pupils alike as in English and Maths to ensure that pieces of History topic work are completed to the highest standard and children show pride in their work.

Taking care

Understanding how events in the past have affected our world and understanding how these could or could not be repeated.

Healthy attitudes

Understanding the cultures and pasts of different people within school and understanding the importance of treating everyone with kindness and respect.

Focused on enrichment

Trips to visit places of historical importance have shown to be extremely popular with the children and engage and immerse them fully with a topic. The opportunity to see real-life artefacts from the past would allow children to become more immersed.

Including everyone

Working together as one. Children are encouraged to work together to develop bonds and support each other.

Environmentally aware

Understanding places of historical importance and how these can be preserved. Understanding how the landscape of the world has changed and how this is impacting the future.

Living in harmony

Working together as one. Children are encouraged to work together to develop bonds and support each other.

Developing global citizens

Lessons are designed to make the children aware of what has happened in the world and how this is still having an impact.

How does History link to other subjects?

Geography – understanding that historical events took place in different places.

Examples include: Black History Month work from EYFS to Y6 looking at the Windrush; The Ancient Egyptians in Year 3+4; WW2 in Year 5+6

English – writing in different genres i.e. diary, non-chronological reports etc. Debating and speeches.

Examples include recounts about visiting Warwick Castle, a diary entry living in Tudor times, researching and explaining what it would be like on the Titanic; discussing how toys have changed and stayed the same over the last 20 years.

Computing – Presenting work as power points and using technology for research and exploration.

Examples include using Keynote for making and giving presentations, Civilisations AR app to explore artefacts and using the internet to research different facts and sources.

Maths – timelines and dates.

Developing a chronological awareness through understanding how to order numbers and recognise how number lines and reading calendars supports this.

Art – study artists/ paintings/sculptures/design from the past

Examples include creating WW2 propaganda posters, using traditional African printing techniques looking at Leonardo DaVinci's sketches.

Design and Technology – inventions, traditional techniques, architecture

Examples include toys from the past, inventions such as water inventions in Africa and 'incredible invention' throughout history; making traditional African masks; Victorian architecture.

What can History inspire children to be in the future?

- Historians
- Inventors – learn from the past and reflect on how things can be developed.
- Teachers/ Educators – spread their passion for history with future generations.
- Archaeologists