

SUBJECT INTENT STATEMENT

History

LEADER:

M.Rackham



INTENT	CONTENT
<p><i>We are not makers of history...We are made by history.</i> <i>-Martin Luther King Jnr.</i></p> <p>At Holy Name we see History as a chance to enthuse and inspire children to understand the world around them. Helping them to develop the understanding that as the world appears to grow smaller history is not just events happening somewhere else, but in Britain as a whole and also in their own locality. Through our History Curriculum we:</p> <ul style="list-style-type: none"> • encourage children to think critically by asking questions about perceptions of the past. • actively engage pupils interests through trips, workshops, projects and hands-on exploration of artefacts. • develop the skills of a historian. <p>We aim to ensure children are ready for further education and life in the wider world, with an awareness of how history has both directly and indirectly affected the way we live our lives today, as well as the changes we can make because of it.</p>	<p>The National Curriculum is at the centre of planning and implementation of History at Holy Name. The core-history curriculum is covered through broad, challenging and inspiring historical topics that are studied in depth across all key stages.</p> <p>In our Early Years pupils explore familiar concepts; looking into their own history and experiences, in order to develop their understanding of the people and communities around them. In KS1 this progresses to children learning about significant individuals and events in the past, introducing them to the skills of a historian. Across KS2 pupils develop these skills by broadening their understanding of historical sources and their ability to question information presented to them. Pupils will move from looking at history as a purely chronological series of events to social aspects that impact Britain and the wider world.</p> <p>Historical knowledge is built upon through chronological understanding and topic knowledge across year groups. Skills are developed through a progressive map looking at historical chronology, knowledge, interpretation, enquiry and communication.</p>
CULTURAL CAPITAL	PEDAGOGY
<p>This is developed through:</p> <ul style="list-style-type: none"> • Trips – visits take place to the Black Country Museum, Wythall Transport Museum, Birmingham museum and The National Arboretum. • Workshops – take place to immerse the children in a specific period and culture of the past and give them hands on learning. • Visitors – members of the wider school community visit certain classes to share their first-hand experiences and knowledge to contribute to the children’s historical understanding. • Projects & Showcases – take place once a year to enhance the focus of a topic where children can further develop independent research and foster curiosity between school and home with connections to other curriculum areas. • Celebrations & Commemorations– take place across school to remember specific moments from the past that are significant nationally and globally such as Remembrance assemblies and Bonfire Night. 	<p>History at Holy Name takes an enquiry-based approach. Learning is a process taken on by both teacher and pupil together in an active role. Teachers act as a guide focused on fostering independence, exploration and hands on learning. Children are encouraged to ask questions, think deeper, look beyond what is presented to them and consider what it is they want to know.</p> <p>Lessons follow a structure of pupils being able to show how much of the last session they have retained through POP tasks. They will then undergo new learning from stories, sources and artefacts from the past. Here children are prompted to ask questions and deepen their understanding.</p> <p>This is followed by tasks that may further investigate sources or make comparisons with periods or societies that have already been studied.</p> <p>Teaching and assessment are connected as student learning is continuously measured and adapted lesson by lesson during teacher instruction.</p>
RETENTION	VOCABULARY
<ul style="list-style-type: none"> • POP (proof-of-progress) tasks are set for the start of every lesson to identify how much of the previous lesson has been retained. • As different periods/cultures of history are studied children are prompted to refer back to previous study and other societies to make comparisons. • Historical skills are continuously revisited and developed across the school to enhance children’s ability as historians. • Pupils are prompted to ask questions throughout lessons to deepen understanding and interpretations of the past. 	<p>Pupils will develop a wide vocabulary of everyday historical terms. Pupils will also gain and deploy a historically grounded understanding of abstract terms.</p>
	ASSESSMENT
<p>Timelines are displayed in each classroom to help our children’s understanding of chronology throughout the past and its relation to their own lives. Each time a new area of history is studied, or a new event is identified from the past it will be referred to on the class timeline.</p> <p>Working walls will be updated and referred to throughout the lesson. This will contain:</p> <ul style="list-style-type: none"> • Key historical vocabulary and vocabulary specific to the area of study. • Examples of children’s work. • Key questions children have about the topic with space for questions to be answered. 	<p>Assessment takes place at the start of every lesson through the use of POP tasks. These tasks are formatted differently throughout the topic to allow for knowledge and understanding to be demonstrated in different ways.</p> <p>Our aim is to provide students with the tools of a historian to carry forward with them. They will be inquisitive individuals with enquiring minds who are able to ask questions and look beyond the surface of the world around them. Pupils will be able to acknowledge differing ideas and opinions to make judgements and decisions.</p> <p>Children at Holy Name will know how to think critically about events, learning from the past, the mistakes and bravery of others to improve their own futures for the better.</p>
LEARNING ENVIRONMENT	SMSVC