



Whole School History



‘Study the past if you would define the future.’ Confucius

At Hindlip and Tibberton First Schools we aim to instil a love of History in all our pupils, develop a secure knowledge and understanding of the chronology of both British history and that of the wider world within our children as set out in the National Curriculum and in line with our own skills and knowledge progression document. Our children will develop the skills of analytical thinking, the ability to compare and evaluate a range of evidence and the deeper understanding necessary to make links between the past and our present world. They will become enthusiastic historians, confident to ask questions, eager to explore and equipped with the necessary skills to know where and how to carry out research, how to assess evidence and the ability and articulation to draw conclusions. We aim to deliver the subject in such a way as to foster curiosity, a questioning mindset and an ultimate understanding of the relevance of the past to events of today.

Implementation

A topic based, 2-year rolling programme covering the requirements of the National Curriculum and planned in line with our skills and knowledge progression documents will ensure a logical, age-appropriate skills set and knowledge whilst building in scope for child-led learning and opportunities for individual challenge and further exploration. Our exciting, ambitious and flexible planning will incorporate a wide range of resources and experiences – trips, visitors, cross-curricular links, re-enactments, theme days/weeks, links to current events etc. – which will enthuse and inspire. Each topic will start with an assessment of children’s prior knowledge and will encourage children to consider what *they* want to find out. Knowledge and skills will be built upon each week, ensuring a secure and robust understanding and the topic will finish with an opportunity to self-assess and reflect upon what they have learnt. We monitor progress regularly through learning walks, lesson visits, book scrutinise and pupil voice, and half-term quality assurance tasks. Topic homework for pupils in Key Stage Two ensures learning can be shared at home, as well as embedding and applying skills and knowledge which have been taught in class. Teachers consider Cognitive Load Theory when planning and make use of termly topic quizzes to assess teaching and learning from previous terms. This includes sharing topic work in communal areas to both celebrate learning and support cognitive load.

Impact

By the end of their education at Hindlip and Tibberton, each child will be able to make links between historical periods and events studied and other areas of learning, they will be able to use resources and evidence effectively and to apply their historical skills and knowledge to asking questions, sourcing information and drawing conclusions. They will be a competent, curious and enthusiastic historian who can demonstrate a knowledge and understanding of the UK and the wider world, not only according to the requirements of the National Curriculum, but with a deeper understanding of the past, how it is relevant in the modern day and how they themselves fit within the ongoing history of our world. Our annual Pupil Voice data highlights that 100% of our pupils enjoy Topic lessons and feel inspired and curious to know about the past and the world around them.