

Links with Other Curriculum Subjects:

Wherever possible, links are made with other curriculum areas. Our curriculum has been designed to exploit the natural links that occur between History and Geography.

Key texts are chosen to support the history curriculum where appropriate. The English lessons in the week preceding theme week focus on a narrative linked to the theme, to introduce key concepts and vocabulary as a 'pre-teach' in a memorable context. The English unit following theme week will be based on the topic to allow children the opportunity to apply their new knowledge in an alternative context.

The technical and subject specific language the children need to know and understand to succeed highly in history is supported by our Word Study approach to vocabulary and spelling.

Research Base:

Closing the Vocabulary Gap by Alex Quigley

The Historical Association

Learning Without Labels by Marc Rowland

Rosenshine's Principles of Instruction

Rosenshine's Principles in Action by Tom Sherrington

The Learning Rainforest by Tom Sherrington

Teaching and Learning in History



Hamble Primary School

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Information for Parents

By working together we help our children to succeed.

At Hamble Primary School we are committed to providing the best possible educational outcomes for all children. We aim to ensure that children leave us with a minimum of the historical knowledge specified within the National Curriculum:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum - History.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf)

Each historical theme unit will focus on one or more **specific skills**. The skills we teach are:

- **Use appropriate vocabulary and presentation methods** when communicating ideas about history.
- **Describe changes** that have happened over time, understanding why these have happened.
- **Make connections** between events that occurred in the same time period and across different time periods understanding chronology.
- Use their knowledge to **discuss and evaluate the past**, formulating and refining questions and lines of enquiry.
- **Think critically** about historical evidence and sources, understanding how and why people interpret the past in different ways.

Knowledge Threads:

Where our school has the freedom to select and focus elements of study, the curriculum has been carefully constructed to support the school's aims and values. The social and cultural aspects of the history curriculum in particular support the children's understanding of their role as 'world citizens' and support them in 'developing an understanding of social justice'. The recursive threads of Democracy and Equality serve to weave knowledge through from Year R to Year 6, allowing for effective and recursive learning. Each history unit has a planned focus on the recursive threads. This

is to equip the children with the knowledge they need to really successfully achieve within the historical units which require them to draw on information from a range of time periods. The threads also provide strong opportunities for the children to make and see links within and across their learning.

The Learning Journey in History at our School:

1. **Revisit / Review** of previous knowledge including key vocabulary. What of the previous theme units can the children recall and use to support their understanding of this theme? What do they already know?

2. **Enquire and Explore:** Introduce the enquiry question and explore the question. What will the children need to learn in order to answer this? Unpick the key concepts and vocabulary.

3. **New Knowledge:** Children are given new knowledge in small steps with opportunities to explore this through practical activities and using a range of sources.

4. **Application of Knowledge using Historical Skills:** Application of new and previous knowledge to follow line of enquiry, using historical skills where new skills are introduced through guided practice before independent application.

5. **Evaluate:** Children answer the enquiry question referring to what they have learnt.

6. **Assess and Review:** Review key knowledge. Children self-assess skills and explore new links made.