

History at Hawley

Intent

Teaching history at Hawley, we ensure that we expose children to **real experiences**. We have a wide range of museums in London that our pupils visit throughout the year to bring our history topics to life. Where possible, we give children opportunities to handle historical artefacts from libraries and museums, as well as taking advantage of the secondary resources available through books and technology.

By returning to the **local community** in several of our topics, the children can see the changes in their local area throughout the years and understand that they are surrounded by history. Children go on local walks and we invite guests/experts into school to enhance the children's learning.

We want children to express themselves **creatively** in a wide number of ways. We challenge the children to think critically, to weigh evidence, sift arguments and to use their imagination to develop perspective and judgement.

At Hawley, our history curriculum is **relevant**. The children not only discover how the modern day world has come to be, but are also given opportunities to develop a range of historical concepts. It is important to us that pupils find out about a diversity of nations and time periods and consider carefully how we know what we know.

Implementation

We follow the National Curriculum for History. Our carefully planned topics provide the pupils with lessons that excite and engage them. Across the years, the pupils build on their skills and return to prior knowledge, helping them to reflect and develop a stronger understanding of chronology.

- **At Hawley, every child is entitled to meaningful opportunities and real experiences.** Through our school's thematic approach, students are able to enhance their historical knowledge through their learning in other subject areas. By having the opportunity to design and improve a viking boat in design and technology lessons; to read extracts from Charles Dickens whilst learning about Victorians; perform Roman March dances in PE; or use cartography skills to map out Anglo-Saxon territories, we hope to further deepen children's historical understanding.
- Children learn and build upon their methods of historical enquiry. Understanding how to use evidence in order to defend ideas and reasoning gives pupils opportunities to gain a cemented understanding in their own learning.
- When covering such a diverse and wide range of time periods and nations, pupils routinely have chances to reflect on their own prior knowledge. Teachers ensure that students have opportunities to use and build upon their historical skills from year to year.

- Throughout our history teaching, we also focus on developing the Hawley Habits of curiosity, imagination, self-discipline, resilience and collaboration.
- In the curriculum plan, the vocabulary to be covered within a topic is made explicit.
- The history lead supports teachers and monitors standards.

Impact

We carefully monitor how well children are learning, observing whether knowledge is embedded and used.

We aim to ensure that children are interested in exploring and understanding British and international history, using historical vocabulary to ask perceptive questions, think critically, weigh evidence and sift arguments developing both perspective and judgement.

Teachers routinely assess children's understanding of the topic, as well as the pupils' own attitudes to their learning.

At the beginning of a new historical topic, teachers investigate children's prior knowledge and skills and make links to previous learning explicit, ensuring that they plan according to the needs of the children in their class.

We constantly review our curriculum through regular subject reviews to ensure sequential layered knowledge acquisition, to check that pupil outcomes are of a high quality and to make sure that their learning is relevant and inspiring.