

Hatch Warren Junior School – HISTORY Curriculum

Our vision for History

At Hatch Warren Junior School we aim to provide high quality educational opportunities that give children an understanding of past events and the skills essential to conduct historical enquiries.

We aim to teach history in a way that:

- *Inspires curiosity*
- *Provides a chronological awareness of British, World and Local history*
- *Allows opportunities to use and understand the methods of historical enquiry*
- *Ensures an understanding of the historical concepts of change, cause, similarity, difference and significance.*
- *Incorporates first hand experiences through the use of artefacts, school trips and visiting experts.*

We deliver history lessons through the use of the Hampshire recommended ‘Six Step Enquiry model’. It offers the children learning experiences designed to develop their skills in information gathering, making sense of information, drawing conclusions, refining their understanding and presenting their new found knowledge and understanding in a variety of imaginative ways.

Intent:

Develop a mastery of the following skills:

- Understanding chronology (including duration / interval / overlap)
- Understanding a range and depth of historical knowledge (incl. change & continuity)
- Interpretations of history (How the past is represented and interpreted in different ways, and to give reasons for this / significance)
- Historical enquiring (Source comparison and analysis)
- Identifying characteristic features of the period (society studied)
- Explaining cause & consequence (identifying and describing reasons for, and results of historical events, situations and changes in the period studied)

Develop knowledge of the characteristic features of periods and societies: ideas, beliefs, attitudes and experiences of men, women and children in the following areas:

- Local history: Basingstoke
- Prehistoric Britain
- Roman Britain
- Anglo-Saxons and Scots
- Vikings
- Ancient Egyptians
- Benin Kingdom
- Ancient Greece
- Medieval Monarchs
- Industrial revolution (local area study)
- Civil Rights
- Twentieth Century Conflict

Develop an understanding of...

- Chronology including duration/interval/ overlap
- The characteristic features of the period/ society studied
- Change and continuity
- Cause and consequence including short term and long term
- Significance including short term and long term
- Interpretation of the past including how and why contrasting views arise
- Connections local/national/ international, cultural, economic, military, political religious and social history

Implementation:

How do we help children commit this knowledge and these skills into their long term memory? What is our approach to the delivery of history?

In history we deliver the curriculum through using a six step historical enquiry process

A six step approach to history enquiries	
Step 1: Teacher motivates pupils to want to learn and scopes the enquiry	
<ul style="list-style-type: none"> ▪ Hooking them in ▪ Setting the puzzle ▪ Scoping the enquiry 	<ul style="list-style-type: none"> ▪ Making it real, exciting, a job that needs doing, a problem that needs sorting
Step 2: Children collect information in interesting and varied ways	
<ul style="list-style-type: none"> ▪ PowerPoint presentations ▪ Video/DVD excerpts ▪ Textbooks ▪ Information cards/sheets 	<ul style="list-style-type: none"> ▪ Teacher-told story ▪ Pictures ▪ Internet sites
Step 3: Children make sense of ideas and process the information by:	
<ul style="list-style-type: none"> ▪ Text marking, colour coding ▪ Underlining ▪ Annotating ▪ Key bullet points 	<ul style="list-style-type: none"> ▪ Spider diagrams ▪ Filling in charts, grids, Venn diagrams ▪ Sequencing cards or pictures ▪ Sorting, grouping, classifying and rejecting
Step 4: Children draw their own conclusions, making their own meaning	
<ul style="list-style-type: none"> ▪ They advance reasons, perhaps linking and prioritising them ▪ They begin to recognise what is significant 	<ul style="list-style-type: none"> ▪ They shape their ideas ▪ They demonstrate understanding, perhaps through:
Step 5: Pupil's understanding is checked, developed and refined by:	
<ul style="list-style-type: none"> ▪ Introducing new ideas, materials, perspectives 	<ul style="list-style-type: none"> ▪ Putting their understanding to the test
Step 6: Pupils create their final, imaginative product after teacher models:	
<ul style="list-style-type: none"> ▪ Thinking aloud ▪ Reinforcing sense of audience, purpose etc. ▪ Including certain text features ▪ Sentence structure 	<ul style="list-style-type: none"> ▪ Key vocabulary ▪ Giving pupils scope to demonstrate their understanding in imaginative ways