



History Vision

School Vision

*As a church school we place a strong emphasis on a Christian ethos and our skills-based curriculum is underpinned by our four distinctively Christian values of: compassion, hope, reverence and wisdom ensuring all pupils are equipped to 'live life in all its fullness.'
(John 10:10)*

Subject Vision

To develop pupils' sense of past events and their consequences, alongside enhancing chronological understanding.

History Overview

At Hunton we aim to deliver a history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Through our teaching, we hope to inspire children to learn more about the past and equip them to ask perceptive questions, to compare evidence, to develop perspective and judgement and use this to build arguments.

We hope that by building these skills, our children will understand their own identity and the changes of their time through digging deeper into the process of change and how this affected societies, groups and people's lives in the past.

Teaching and Learning of History

In KS1, pupils develop an awareness of the past and use common words and phrases relating to the passing of time. They should begin to understand when things happened and how events fit into a chronological framework. In understanding this, they should also be able to identify similarities and differences between ways of life in different time periods.

In KS2, pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods of study. Over time children are expected to build their skills in relation to making connections, and with developing their appropriate use of historical terms. We hope to foster confidence and a curiosity to independently ask questions and to research in a meaningful way, constructing informed responses that involve thoughtful selection and organisation of relevant and historical information.

What you should see in books

Through our curriculum books, the children are given autonomy and flexibility to interpret what they have learnt. From the earliest possible age, we encourage our children to take pride in their presentation and equip them with the tools they need to independently explore the learning questions posed during lesson times.

Identification of pupils not on track and given support

Through teachers' formative assessment and key questioning of chronological events and knowledge teachers will be able to provide additional support in order to support them with accessing historical skill based objectives. Teachers can also support those with historical terminology.

Engagement of History

Through practical activities and role playing opportunities, children are given the opportunity to experience past events, beginning topics with a sense of excitement and curiosity. Instead of a learning objective, we give children learning questions. This fosters autonomy over children's own learning and conveys the message that we are embarking on an exploration together.

Engaging parents and volunteers

Parents have the opportunity to look through pupils wider curriculum books during parent consultation meetings. Occasionally parents are also asked to supervise with some school outings. We also encourage parents to send in topic related artefacts to support learning in the classroom which motivates children to make links to their lives beyond the school environment.

Training

Head teacher and subject leader visited an outstanding wider curriculum school. From this experience we initiated the launch of our curriculum books. Subject lead has facilitated staff meetings in order to formulate long term history plans that are uniquely personalised to the needs of the children at our school. We have



Compassion, Hope, Reverence, Wisdom

also had the chance to share good practice from Years 1-6.