

Intent

At Ormiston Herman Academy, we aim, through the teaching of History, to prepare each student for the next phase of their education whilst also fostering within them a broad, balanced and coherent view of the complex world in which they live.

History at Ormiston Herman Academy is underpinned by our belief that learning is shaped by the acquisition of knowledge. We strive to establish strong cultural capital for each child which will accompany them throughout their lives; we endeavour to inspire and satisfy the innate curiosity of our pupils.

Through prolonged exposure to a curriculum shaped by our belief that children learn through the acquisition of vocabulary, all pupils will develop a sound understanding of the world in which they live and will live continue to live in.

The historical skills taught in our academy will be developed over the whole course of a child's time with use, enabling our students' to think critically, ask perceptive questions, weigh evidence, sift arguments and develop perspective and judgement.

A wide selection of coherently planned and sequenced teaching units will ensure that all children in our academy:

Know and understand the history of the British Isles from the earliest times to the present day.

Know and understand significant aspects of the history, and the significant people, of the wider world.

Understand abstract terms such as empire, parliament, peasantry.

Recognise historical concepts such as continuity and change, cause and consequence, similarity and difference and use the to make connections and draw contrasts.

Understand the methods used in historical enquiry.

Gain an historical perspective by placing their growing knowledge into different contexts and understanding the impact that historical time periods and eras bear on our lives and lifestyles today.

Implementation

Our lessons will be centred around the embedding of reading skills and the acquisition of new vocabulary. Vocabulary should be introduced to the children early on in a lesson and high quality information texts should to be used to introduce new learning. Vocabulary and language development should be at the centre of all topics within our history curriculum.

The writing skills being taught in English lessons will also be practised in history lessons: there is an expectation that high quality written outcomes are produced on a regular basis

Weekly systematically planned and sequenced history lessons will aim to facilitate the accumulation of relevant subject specific knowledge. The specific historical skills listed in the National Curriculum will be built upon progressively as our children move through each year and each topic. Children should be encouraged to make clear links between periods of history and compare and contrast both within and across topics. They should understand the relevance that a topic has within their lives and have their lives been affected by it.

The knowledge gained by our children will be regularly revisited and presented to them in a way which gives them the best possible opportunity to transfer it from their short term memories into their permanent (long term) memories. This will often take the form of low

stakes testing in starters and plenaries.

All lessons will foster deeper thinking within our pupils through higher order questioning; they will provide students with regular opportunities for challenge. Teachers will have high expectations that all pupils strive to regularly access and complete such challenges.

High levels of subject knowledge within all staff will ensure that pupils' understanding can be checked systematically. Children will have regular opportunities to revisit key information from past weeks and months. Routine informal assessment opportunities will be provided and utilised by staff who will respond and identify misconceptions at source.

Opportunities for enrichment within our history curriculum will be taken wherever possible. It is our belief that children can develop their cultural capital through enjoyment and experience, we encourage learning outside of the classroom.

At the beginning of each history topic, children will be issued with a knowledge organiser comprising of a variety of topic-specific information. The document will list important people, key facts vocabulary and concepts. It will also make clear the links that the topic has to others already covered by our history curriculum and the reasons why the individual unit is being studied.

Impact

History at Ormiston Herman Academy will leave children with established cultural capital; they will have a solid understanding of the world around them and will be able understand their place within it. Students will be equipped with a number of transferable skills: the ability to compare and contrast, make connections, weigh evidence, think critically and view things in perspective.

Outcomes in humanities books will evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge.

Specific topics will be linked to recurring skills. Children will be able to build upon the historical skills they have gained in previous years regardless of the topic being studied. They will see how all topics are linked together and share areas of similarity as well as clear differences. Their experiences at Herman will equip children with the prerequisite skills required to be successful in the subject in future years.

Teachers will regularly assess students against both the content and skills taught (in the form of informal quizzes and end of topic tests) in order to track progress.

Above all it is our hope and expectation that they enjoy the subject.