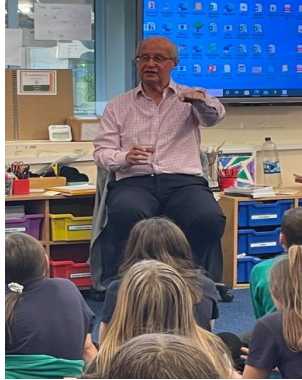




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History at Hayes: Subject Story





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The Hayes Curriculum Vision Statement

At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background. Our vision is for all of our children to leave us as good human beings- happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. Our curriculum aims to equip our children with the ability to ‘think’ in order to make sense of an ever-changing world. The breadth our curriculum provides is underpinned by thinking. This thinking will allow our children to make sense of the world around them and before them in order that they can live fulfilling and happy lives, being all they can be.



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Implementation: History

History at Hayes will include:

- Weekly, high quality, inspiring lessons (during half terms when history is a driver subject) taught by teachers with an expert knowledge of the subject.
- Appropriate vocabulary used by both the teacher and the children at every suitable opportunity throughout the half term when history is a driver subject.
- Appropriate vocabulary included within the semantic field for writing, creating cross-curricular opportunities for core skills and content to be taught.
- Knowledge and skills are planned and taught systematically and in broadly chronological order.
- Children given opportunities to develop their independent enquiry skills within each topic (including further developing the skills of children working at greater depth and creating opportunities for inclusion).
- In Key Stage Two, each stage of the progression in the teaching of British history will be covered in a broadly chronological order, therefore building on the historical knowledge of previous topics.
- There will be a strong element of local history built into all units of study.
- The themes of British history, achievements of earlier civilisations, ancient Greece and a non-European society will be carefully allocated to ensure the best outcome that these separate themes can ensure.



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Intent: History

Our intention at Hayes is to ensure complete coverage of subject-based knowledge, from Reception to Year 6, that is outlined in the national curriculum within the broad and balanced curriculum and within our learning experience themes.

We will embed the core historical skills that are required as primary level historians in each chronological era that we cover, whilst encouraging a curiosity about the past.

Each lesson should include evidence of a progressive knowledge of British or world history that is taught using one or of the historical skills identified within the National Curriculum. The children should be enthusiastic and engaged with the topic and showing a real thirst for historical knowledge and understanding.

Each pupil will leave Hayes School with a broad chronological understanding and knowledge of British and world history. They will possess the core historical skills of investigation, questioning, critical thinking, analysis, perspective and judgement.



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Substantive Knowledge: EYFS

We are all special:

- Identify own family.
- Comment on photos of own family; naming who they can see and what relation they are to them.

Terrific Tales:

- Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes.
- I can talk about significant events in my own experience.
- Can talk about what they have done with their families during Christmas' in the past.
- Show photos of how Christmas used to be celebrated in the past.
- Learn about the past and how people lived in castles.

Romp, Stomp and Swamp:

- Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.
- To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.
- Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.

Sensational Safari:

- Look at how transport has changed over time.



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Disciplinary Knowledge: EYFS

The Early Learning Goals:

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Nursery - 3 & 4 year olds:

- Begin to make sense of their own life-story and family's history
- To remember about talk about significant events to them.

Reception:

- Talk about members of their immediate family
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past.



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Substantive Knowledge: Key Stage One

Within Living Memory: *Where appropriate, these should be used to reveal aspects of change in national life.*

- Know that the toys their grandparents played with were different to their own.
- Organise a number of artefacts by age.
- Know what a number of older objects were used for.
- Know the main differences between their school days and that of their grandparents.

Beyond Living Memory: *Events that are significant nationally or globally*

- Know about an event or events that happened long ago, even before their grandparents were born [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].
- Know what we use today as alternatives to a number of older given artefacts.
- Know that children's lives today are different to those of children a long time ago.



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Substantive Knowledge: Key Stage One

Lives of Significant People: *Significant individuals who have contributed to national or international achievements. Some should be used to compare aspects of life in different periods.*

- Name a well-known person from the past and explain why they are famous.
- Know about a well-known person from outside the UK and explain why they are famous.

Local History: *Significant historical events, people and places within Torbay and the South West.*

- Know the name of a famous person, or a famous place, close to where they live.
- Know how the local area is different to the way it was in the past.
- Differentiate between things that were here 100 years ago and things that were not [including buildings, tools, toys, landmarks etc.].



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Disciplinary in Key Stage One: Year One

Chronological Knowledge:

- Identify similarities and differences between periods.
- Remember parts of stories and memories about the past.
- Use vocabulary to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after.

Historical Enquiry:

- Respond to simple questions about the past.
- Observe and handle evidence to ask simple questions about the past.

Interpretation of History:

- Begin to identify and recount historic details from the past from sources, e.g. pictures/stories.



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Disciplinary Knowledge in Key Stage One: Year Two

Chronological Knowledge:

- Sequence people and events on a family tree and on a timeline.
- Order dates from earliest to latest on simple timelines.
- Sequence pictures from different periods.
- Describe memories and changes that have happened in their own lives.
- Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.

Historical Enquiry:

- Look carefully at pictures and objects to find information.
- Find answers and responds to simple questions about the past .
- Choose and select evidence and say how it can be used to find out about the past.

Interpretation of History:

- Recount historic details from eye-witness accounts, photos and artefacts.



Substantive Knowledge: Lower Key Stage Two

Year 3 The Stone Age	Year 3 The Vikings
<ul style="list-style-type: none">• Know how Britain changed between the beginning of the Stone Age and the Iron Age.• Know the main differences between the Stone, Bronze and Iron ages.• Know what is meant by 'hunter-gatherers'.	<ul style="list-style-type: none">• Know where the Vikings originated from and show this on a map.• Know that the Vikings and Anglo-Saxons were often in conflict.• Know why the Vikings frequently won battles with the Anglo-Saxons.



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Substantive Knowledge: Lower Key Stage Two

<p>Year 4 The Romans</p>	<p>Year 4 The Mayans Non-European civilizations from 1000 years ago</p>
<ul style="list-style-type: none">• Know how Britain changed from the iron age to the end of the Roman occupation.• Know how the Roman occupation of Britain helped to advance British society.• Know how there was resistance to the Roman occupation and know about Boudica.• Know about at least one famous Roman emperor, e.g. Claudius, Hadrian, Septimius Severus.	<ul style="list-style-type: none">• Know about the impact that the Mayan civilization had on the world.• Know why they were considered an advanced society in relation to that period of time in Europe



Substantive Knowledge: Upper Key Stage Two

Year 5 The Anglo-Saxons	Year 5 Victorian Paignton (a study post 1066)	Year 5 Ancient Greece
<ul style="list-style-type: none">• Know how the Anglo-Saxons attempted to bring about law and order into the country• Know that during the Anglo-Saxon period Britain was divided into many kingdoms• Know that the way the kingdoms were divided led to the creation of some of our county boundaries today.• Use a timeline to show when the Anglo-Saxons were in England.	<ul style="list-style-type: none">• Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history.• Know how to place historical events and people from the past societies and periods in a chronological framework.• Know how Britain has had a major influence on the world.	<ul style="list-style-type: none">• Know some of the main characteristics of the Athenians and the Spartans• Know about and talk about the struggle between the Athenians and the Spartans.• Know about the influence the gods had on Ancient Greece.• Know about the link between the Ancient Greeks and the modern Olympics.• Know at least five sports from the Ancient Greek Olympics.



Substantive Knowledge: Upper Key Stage Two

Year 6 Ancient Egypt	Year 6 Local History
<ul style="list-style-type: none">• Know that there were some advanced civilizations in the world 3000 years ago and know that Britain was not one of them• Know about, and name, some of the advanced societies that• were in the world around 3000 years ago• Know about the key features of Ancient Egypt.	<ul style="list-style-type: none">• Know about a period of history that has strong connections to their locality and understand the issues associated with the period.• Know how the lives of wealthy people were different from the lives of poorer people during this time.



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Disciplinary Knowledge in Key Stage Two: Year Three

Chronological Knowledge:

- Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time.
- Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).

Historical Enquiry:

- Use a variety of sources to collect information about the past.
- Suggest sources of evidence from a selection to help answer questions and say how they can be used to find out about the past.

Interpretation of History:

- Start to compare two versions of a past event.
- Observe and use pictures, photographs and artefacts to find out about the past.
- Start to use stories or accounts to distinguish between fact and fiction.
- Explain that there are different types of evidence and sources that can be used to help represent the past.



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Disciplinary Knowledge in Key Stage Two: Year Four

Chronological Knowledge:

- Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart.
- Know how to use the timeline in relation to the unit being studied.
- Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- Use words and phrases: century, decade.

Historical Enquiry:

- Know the difference between primary and secondary sources of evidence.
- Use a range of sources to collect information about the past.
- Construct informed responses about one aspect of life.

Interpretation of History:

- Look at more than two versions of the same event or story in history and identify differences.
- Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.



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Disciplinary Knowledge in Key Stage Two: Year Five

Chronological Knowledge:

- Order an increasing number of significant events, movements and dates on a timeline using dates accurately.
- Accurately use dates and terms to describe historical events.
- Know and describe in some detail the main changes to an aspect in a period of history being studied.
- Know how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.

Interpretation of History:

- Find and analyses a wide range of evidence about the past.
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.
- Consider different ways of checking the accuracy of interpretations of the past.
- Realise that there is often not a single answer to historical questions.



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Disciplinary Knowledge in Upper Key Stage Two: Year Five and Year Six

Historical Enquiry:

- Recognise when they are using primary and secondary sources of information to investigate the past.
- Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.
- Select relevant sections of information to address historically valid questions and construct detailed, informed responses.
- Investigate own lines of enquiry by posing historically valid questions to answer.
- Recognise when they are using primary and secondary sources of information to investigate the past.
- Use a wide range of different evidence to collect evidence about the past.



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Disciplinary Knowledge in Key Stage Two: Year Six

Chronological Knowledge:

- Order an increasing number of significant events, movements and dates on a timeline using dates accurately .
- Use timelines to place events, periods and cultural movements from around the world.
- Use timelines to demonstrate changes and developments in culture, technology, religion and society.
- Use these key periods as reference points: BC, AD, Romans, Anglo-Saxons, Vikings, Tudors, Stuarts, Georgians, Victorians and today.
- Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.
- The date of any significant event studied from the past and place it correctly on a timeline.



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Disciplinary Knowledge in Key Stage Two: Year Six

Interpretation of History:

- Find and analyse a wide range of evidence about the past.
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.
- Consider different ways of checking the accuracy of interpretations of the past.
- Start to know the difference between primary and secondary evidence and the impact of this on reliability.
- Show an awareness of the concept of propaganda.
- Know that people in the past represent events or ideas in a way that may be used to persuade others.
- Begin to evaluate the usefulness of different sources.
- Form own opinions about historical events from a range of sources.



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Retrieval Knowledge

Chronological Knowledge:

- N-To remember about talk about significant events to them.
- R- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Y1-Identify similarities and differences between periods.
- Y2-Sequence people, photos and events on a family tree and on a timeline.
- Y3-Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time.
- Y4-Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart.
- Y5-Order an increasing number of significant events, movements and dates on a timeline using dates accurately.
- Y6-Use these key periods as reference points: BC, AD, Romans, Anglo-Saxons, Vikings, Tudors, Stuarts, Georgians, Victorians and today.

Implementation: History



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Retrieval Knowledge

Historical Enquiry:

- N-Begin to make sense of their own life-story and family's history
- R-Comment on images of familiar situations in the past
- Y1-Observe and handle evidence to ask simple questions about the past.
- Y2-Choose and select evidence and say how it can be used to find out about the past.
- Y3-Suggest sources of evidence from a selection to help answer questions and say how they can be used to find out about the past.
- Y4-Know the difference between primary and secondary sources of evidence and use a range of sources to collect information about the past.
- Y5-Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.
- Y6-Select relevant sections of information to address historically valid questions and construct detailed, informed responses.

Implementation: History



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Retrieval Knowledge

Interpretation of History:

- N-Understand the past through settings, characters and events encountered in books read in class and storytelling.
- R-Compare and contrast characters from stories, including figures from the past.
- Y1-Begin to identify and recount historic details from the past from sources, e.g. pictures/stories.
- Y2-Recount historic details from eye-witness accounts, photos and artefacts.
- Y3-Start to compare two versions of a past event.
- Y4-Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.
- Y5-Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.
- Y6-Start to know the difference between primary and secondary evidence and the impact of this on reliability.

Implementation: History

Key Vocabulary: Progression throughout Key Stage 1

	Chronological understanding	Knowledge of people/ events and people	Conceptual knowledge	Enquiry
Year 1	timeline yesterday, last week, decade, century before, after, now, past, present, then, now, old, very old, new, a long time ago when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young	local, national Florence Nightingale, Grace Darling, Mary Anning, Christopher Columbus, Bear Grylls, Amelia Earhart.	living memory beyond living memory parliament, monarchy, religious, technology	same, different (then/now) objects primary source
Year 2	timeline last month, last year, centuries (hundreds of years), the future before, after, now, past, present, then, now, old, Very old, new, a long time ago when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young	local, national Neil Armstrong, Buzz Aldrin, Michael Collins, Christopher Columbus, Tim Burners-Lee.	living memory beyond living memory invention, technology	

Key Vocabulary: Progression throughout Lower Key Stage 2

	Chronological understanding	Knowledge of people/ events and people	Conceptual knowledge	Enquiry
Year 3		local, regional, national, international, Stone Age, Bronze Age, Iron Age William Watt Tutankhamun, Howard Carter, Cleopatra, (Marc Anthony and Julius Caesar)	cultural, economic, military, political, religious, social, empire, civilisation farmer, religion, technology, travel, tribal, art, culture, achievement settlement	
Year 4	timeline, chronology, chronological order AD (Anno Domini) BC (Before Christ) B.C.E (Before the Common Era) Age, era, period, ancient, millennium, millennia (thousands of years)	local, regional, national, international, influence on the western world Romulus, Remus, Numa Pompilius, Tullus Hostilius, Ancus Marcius, Tarquinius Priscus, Servius Tullius, Tarquinius Superbus, Julius Caesar, Boudicca King Alfred the Great, King Athelstan, King Edward the Confessor, King Ethelred the Unready, Septimus Severus Battle of Hastings (1066)	cultural, economic, military, political, religious, social, empire, civilisation, parliament, peasantry Romanisation settlement, raids, invasion, expansion, dissolution, army, resistance, kingdoms, law, justice achievement, monarchy, oligarchy, republic, dictatorship, democracy, city-state (polis) technology, art, culture.	narrative across periods connections, contrasts, trends sources, evidence Primary, secondary

Key Vocabulary: Progression throughout Upper Key Stage 2

	Chronological understanding	Knowledge of people/ events and people	Conceptual knowledge	Enquiry
Year 5	Timeline, chronology, chronological order AD (Anno Domini) BC (Before Christ) B.C.E (Before the Common Era) Age, era, period, ancient, millennium, millennia (thousands of years)	local, regional, national, international, Industrial Revolution monarchs, Queen Victoria, Queen Elizabeth I Christopher Columbus.	continuity, change, cause consequence, cultural, economic, military, political, religious, social, empire, civilisation invasion, democracy, constitution, slavery invention, legacy	narrative across periods connections, contrasts, trends sources, evidence primary, secondary similarity, difference, significance
Year 6		local, regional, national, international, turning point Kaiser Wilhelm, King George V, Archduke Franz Ferdinand, Adolf Hitler, Winston Churchill	continuity, change, cause, consequence, similarity, cultural, economic, military, political, religious, social, empire, civilisation invasion, occupation, neutrality	



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History at Hayes- The Big Questions

Reception

Who are the members of my family?

What are the important events that happen each year?

What were the dinosaurs and how do we know?

Do things change over time?

Year 1

Who was Florence Nightingale and what did she do?

What historical places are in Paignton?

Why was Grace Darling so brave?



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Year 2

How can toys tell us how things change over time?

What was the Great Fire of London?

What did Neil Armstrong mean by, “that’s one small step for man, but one giant leap for mankind”?

Year 3

Can I tell the difference between the stone, bronze and iron ages?

Why did the Vikings travel and settle in Britain?



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Year 4

What clues have the Romans left behind about their past in Britain and overseas?
Who were the Mayans and when did they live?

Year 5

What have the Anglo Saxons got to do with being English?
What lasting impact has the Victorian era had on Torbay?
What can the Ancient Greeks tell us ?



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Year 6

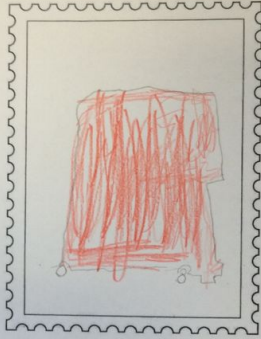
What can the pyramids tell us about the Ancient Egyptians?
What happened in Torbay during the Second World War?



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Examples of learning: Nursery History

My Jubilee Postage stamp design

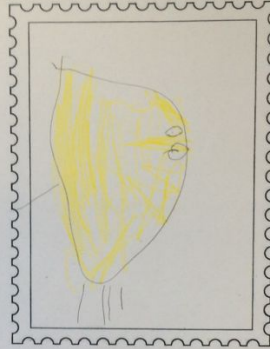


The red bus

Name: Martin
Class: Tigers
Age: 4



My Jubilee Postage stamp design

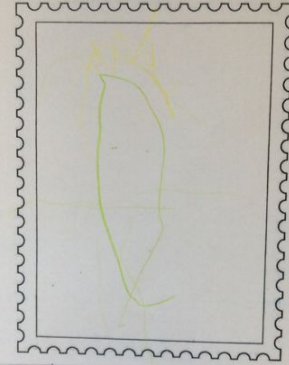


Lion

Name: Alaa
Class: Tigers
Age: _____



My Jubilee Postage stamp design



The Queen and her crown

Name: Arabella
Class: Tigers
Age: 4

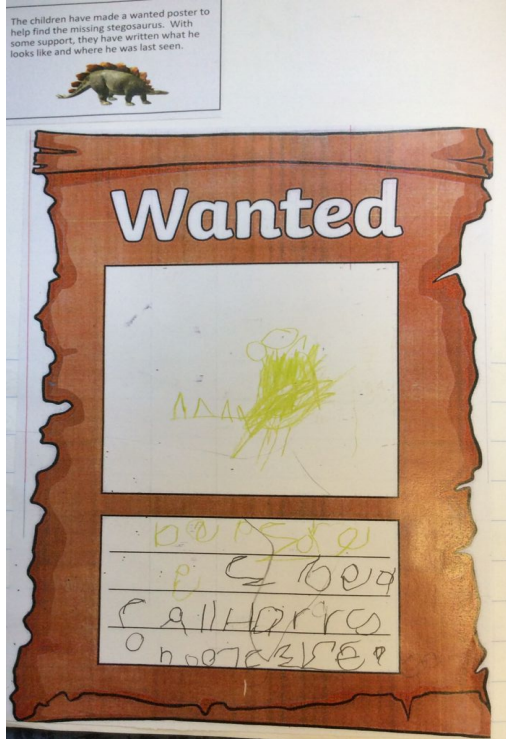




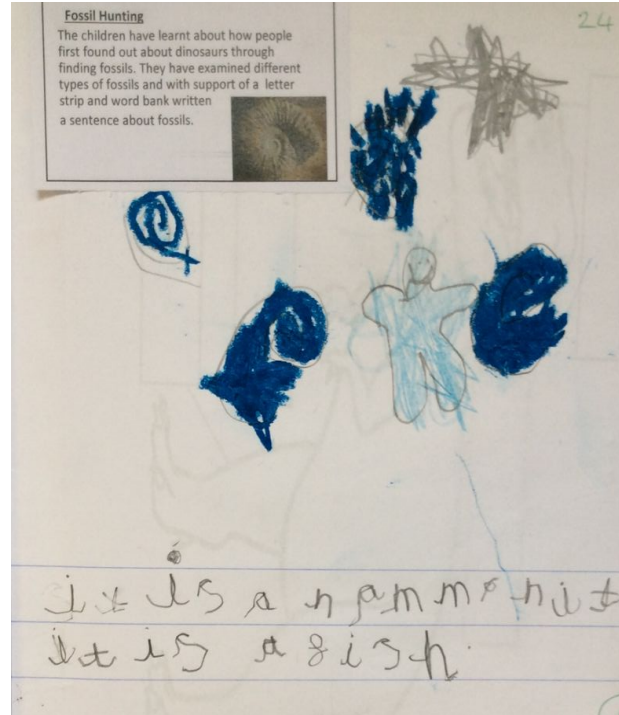
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Examples of learning: Reception History ARE

BAR



GD





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Examples of learning: Year 1 History

BAR

ARE

GD

3.6.22- To learn the story of Grace Darling, label the picture, add the storm and answer the question.

What is happening in this picture?

Grace Darling

lighthouse

7.6.22- How did Florence Nightingale change hospitals?

Examine the importance of good hygiene and a good diet to staying well and how Florence showed this was important in Scutari and then back in England on her return. Create a poster for good hygiene and a healthy diet.

Phoebe D

Before Florence

no food

dirty hospital

some soldiers had to sleep on the floor

smelly

After Florence

all soldiers had a bed

nurses washed their hands regularly

13.6.22- Using magnifying glasses spot and understand the similarities and differences between a photograph of a beach area now and then, after 127 years ago

Paignton, Bathing Beach 1896

127 years ago

Paignton, Palace Avenue 1896

127 years ago

Today

Today

127 years ago	Today
dirty road	clean road
long dresses	shorts
the sea	pool
	more wild life




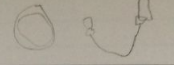

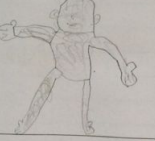
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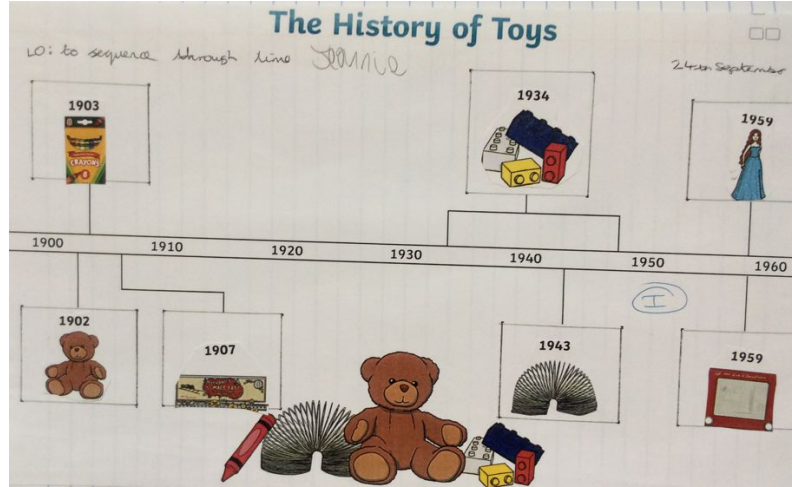
Examples of learning: Year 2 History ARE

BAR

Year 2 History - Toys: How have toys changed and developed over time - materials focus
04/10/21

Comparing toys and what they have been made of

Same toys I have	Toys from the past
 with soft bases in my room	
Toys now are made from	Toys used to be made from
Plastic	Wooden
My favourite toy is	If materials hadn't changed?
	
Would your toy exist today if the materials and technology in toy-making hadn't changed and developed? Yes	



GD

Year 2 History - Toys: How have action figures changed through time?
27/09/21

How have action figures changed through time?

Can you name some of the action figures we have looked at today?

Robo, Bat Man, Spider Man, Iron Man, Hulk, Thor, Captain America, Superman, Batman, Wonder Woman, etc.

Which material do you think action figures are mostly made of?

Plastic and metal.

Which parts of action figures are most likely to be moveable?

Arms and legs and body and head and hands.

How big (use a ruler to help you think about this) do you think most action figures are?

20 cm.

If you had to choose a favourite action figure, which one would it be, and why?




My favourite action figure is Robo because he is very strong and can fly.



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Examples of learning: Year 4 History

THE ROMANS	
<p><u>Roman Republic</u></p>  <p>First in Rome Romulus and Remus built Rome, but Romulus killed Remus which is what happened to Julius Caesar, much, much later in Rome. Because he became a dictator and thought he ruled Rome but the senators stabbed him 23 times in 44 BCE even though he conquered Gaul.</p>	<p><u>Roman Britain</u></p>  <p>Emperor Claudius successfully invaded Britannia and took elephants through Hertfordshire to show his glory. And later on Hadrian started digging instead of attacking and built Hadrian's wall so the Celts wouldn't attack him.</p>
<p><u>Roman Empire</u></p>  <p>When the Roman Empire started, later in 79 AD Pompeii Mount Vesuvius erupted everyone died and got buried by ash but escaped on boats. No one thought we would find Pompeii would be found again but thousands of years later it has been dug up.</p>	<p><u>More Cool Facts</u></p> <ol style="list-style-type: none">1. Nero set a building on fire and blamed it on Christians.2. Julius Caesar fell in love with an Egyptian woman Cleopatra and made her Pharaoh.3. The Romans believed in Gods.4. Romans celebrate the Vulcanalia by throwing hot fish onto fires.5. Jupiter is the King of Gods.



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Examples of learning: Year 6 History ARE

BAR

Dear Mother,

This is the last day of training. I passed 12 weeks studying in the classroom. I felt like it was a child I had to get 70% to pass my test, which is tomorrow, and become a pilot. By the way I joined at Number Three TFW (Initial Training wing). I then survived 25 weeks with all my equipment and it was SUPER cold. It was June but the water it was cold. I have got home. Lot of

What did the outbreak of WW2 mean for the people of Torbay?

There was a book called the 'Junk hole myths' and it was written by David Scott. The 'Junk hole myth' was first published in a newspaper article (The Daily Mirror). A 'Junk hole' is a place where one can hide in safety, especially in a war: ^{usually} a ~~secret~~ ^{place}. It is basically a digout. There was a piece of land that got destroyed for the reputation of Torbay and the people that live there. Cause of the war 10,000 evacuees had no choice but to move somewhere else. People were moving from major cities because of the war, which led to overcrowding.

During the war, there were 542 air raids and also 11,000 buildings were severely damaged. Surprisingly, there were 158 people killed by either bombs or bullets. The people that lived in Torbay these families were being torn apart.

Children's playgrounds were dug up or taken away for Morrison and Anderson shelters. Whilst the war was going on, out on the sea, ships were sinking (lost). When they sank they had less water attacks to dock back. They were sunk - 17th Sept 1939.

Hit and run attacks were happening. A vicar from a church lost his glasses in the church during the war and he went back in to get them and a bomb landed in the church and blown him out the door.

GD

Wednesday 2nd June
To know and understand the D-Day Landings ✓

Task A:

operation overlord

Men were sent ashore to collect samples of the beach to make sure the beaches could handle tanks.

Photographs were taken from an aircraft

6 June 1944 25 August 1944

Planners collect photographs and postcard from people who had been to Normandy


To provide enough fuel for vehicles, a plan was devised to put a pipe under the sea and pump the petrol from Britain

general Dwight D Eisenhower became president of USA in 1952 and 1961.

troops were also landed by air

Specially designed trucks could travel over land and sea

HMS Belfast



Removing Barriers to the History Curriculum for Hayes Pupils

- Clear explanations, using an appropriate level of language
- Concrete examples, linked to previous learning
- Visual input and prompts
- Learning through practical activities
- Checking understanding – careful questioning, asking the student to explain to a classmate, applying learning to a different context
- Being prepared to review an aspect of history a second or third time – perhaps with the support of a TA
- Use ISPs to identify individualised learning needs and specific support needed

History can sometimes include amounts of reading and writing. Hayes reduces barriers to achievement by:

- reading out loud from a resource
- working in smaller groups
- displaying know, grow, show vocabulary on our learning journey display
- providing easy-to-use and visual chronologies and digital resources
- always allowing for plenty of thinking/talking time before asking pupils to write
- using writing frames to help pupils structure their work
- introducing a range of recording methods, e.g. posters, photos
- using adults to transcribe ideas and thought processes



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Pupil Voice

‘We have learnt about Florence Nightingale, I thought she was great’

‘I now know a lot about the historic places in Paignton’

‘We have learnt about Neil Armstrong, Buzz Aldrin and Michael Collins, he was the first man on the moon. His footprints are still on the moon.’

‘We visited a planetarium to learn more about space.’

‘We have learnt about everything in the Stone Age.’

‘We have learnt about inspirational women throughout history.’

‘I liked when we learned about the Romans, because there was so much to learn about!’

‘My favourite thing that we have learned about is the 5 Pillars of Greatness.’

‘We learnt how the Titanic sank and the Anglo Saxons.’

‘I loved knowing the story of World War Two’

‘History helps you think about lots of things.’

‘It’s important and good to learn about people and things from before you were even born! ‘

‘It is important to learn about what has happened to people in the past.’

‘History is important because you need to know what happened to our ancestors and what they went through’

‘We should not be afraid to tell others the lessons of history.’

‘The things that have happened, have happened for a reason and we should know why’



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Impact of our History provision

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Our destination as *Historians* at Hayes will be:

Each pupil will leave Hayes School with a broad chronological understanding and knowledge of British and world history. They will possess the core historical skills of investigation, questioning, critical thinking, analysis, perspective and judgement.



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The Hayes Values

Our six values are embedded in all areas of school life, as well as in our history provision.

Responsibility- Queen Victoria, Florence Nightingale, Neil Armstrong, Alfred the Great, Grace Darling.

Success- Neil Armstrong, Florence Nightingale, Alfred the Great

Aspirations Neil Armstrong, Alfred the Great, Amelia Earhart, Grace Darling, Florence Nightingale.

Resilience Mary Seacole, Florence Nightingale, Alfred the Great, Amelia Earhart, Mary Anning

Discovery Christopher Columbus, Neil Armstrong, Amelia Earhart, Mary Anning

Friendship The crew of the Apollo 9