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| **How are our curriculum drivers embedded in all subjects?**  Subject: History | | | | |
| Reading | Vocabulary | Community | Aspiration | Inclusion |
| * The importance of reading non-fiction texts is embedded into our history lessons as we use a range of primary and secondary sources to learn more about the past and the world, we live in. | * For children to be able to write in the style of an historian and present their historical enquiry/ findings then they need to be able to understand and use specific words and phrases related to periods of time. | * The children learn about their community through strong, rich historical links with their local area and the people who lived and worked within it. Such as Amy Johnson, Clive Sullivan, Hull Fair, Hulls Fishing heritage, WW2 and the Hull Blitz as well as Hulls first female GP, Mary Murdoch. | * History lessons aim to motivate children with open-ended, interesting historical questions and scaffold the children’s learning to help them succeed. | * History lessons are differentiated to allow all children to access the artefacts, information, resources, and activities presented to them. |
| * Pupils read a variety of non-fiction texts to conduct research about events, people, and places from different periods of time.  Children are then able to read and present their findings to their peers. | * Pupils are taught subject specific vocabulary which is presented alongside key events and sticky knowledge via knowledge organisers in pupils history books. | * The children learn about the similarities and differences between their local area, Britain, and that of other communities around the world during specific periods of time. | * Children are given the tools and vocabulary to present their historical findings with confidence in a variety of ways, be it individually or within peer groups. | * History lessons allow opportunities for children to work alongside and support their peers, in differentiated ability groups. For instance, through research, discussion, or debate   whilst deepening their understanding of the past. |
| * Historical texts give teachers wide-ranging opportunities to challenge and intrigue children, and to increase the richness and breadth of children's vocabulary. | * Introducing new vocabulary enhances the ability of children to understand historical sources and accurately communicate historical understanding. | * The children are taught how settlements and communities developed over time, and the impact that exploration, invention, hierarchy, and invasion had on different civilisations. | * History provides identity and shows us models of good and responsible behaviour, as well as teaching us how to learn from the mistakes of others. History helps us understand how society can change and develop and enables us to realise that we are for building a legacy for the generations that follow us. | * Children feel confident in discussing their own thoughts and beliefs, developed through a whole school culture of inclusion, tolerance, and respect, for ourselves and others. |
| * At Paisley Primary, reading and vocabulary is at the core of the curriculum and enhances history further through high quality texts | -The children use vocabulary taught in their history lessons to support their understanding of what they read in other texts. | * The history curriculum makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality through a progressive Hull curriculum. | * Studying history helps children to understand their place in the world, and the story of human development. History challenges children to make sense of the similarities and differences in human experiences across periods of time. | * Every year, we embed inclusion in history through teaching children about significant people of colour, their impact on the world and hardships that they overcame (Black History Month). |
| * Reading allows children an insight into the past and the lives of others. Reading helps children develop a sense of period, extending their knowledge of the world and its people. | * Subject/ topic specific vocabulary is displayed in the classroom for all pupils to see, discuss, learn, and use. | * Visits to the local Carnegie centre, pop up exhibitions provided by the Hull Curriculum service as well as guest speakers all help to further children’s understanding. | * Studying different and diverse periods of time in Britain and the World, teaches children to be active, informed, and responsible citizens. | * Our history curriculum is representative and inclusive of all learners and reflects the ways that Britain has been shaped by its interactions with the wider world. |