

## Mill Hill History Statement

<b>Intent</b>	<p>At Mill Hill, we provide an exciting and thought-provoking History curriculum. We aim to WOW, engage and encourage children to ask questions, lead their own learning and explore ways to develop their history knowledge and skills. The curriculum will inform children of past historical events and significant people, which will allow them to understand how people have changed our world. Teaching is stimulating, personal and provides the children with life skills such as empathy, independence and questioning skills. Children will have access to a multitude of activities such as, using and exploring artefacts, fieldwork and hands on experience in careers linked to humanities. We aim to stimulate, immerse and give children 'BIG Dreams' for their adult life.</p>			
	<b>Chronological Understanding</b>	<b>Vocabulary</b>	<b>Questioning</b>	<b>Knowledge</b>
	<p>All classrooms have a timeline and we have a number of times lines around the school. This will allow the children at Mill Hill to understand chronology, identify patterns, themes and the significance of periods in history. The curriculum is taught in chronological order in KS2 in order to allow for a deeper understanding of chronology. In Early years and KS1, the children begin from living memory and work backwards in order to understand the past.</p>	<p>Pupils at Mill Hill will be taught a variety of historical vocab, which will develop and increase as they move up the school.</p>	<p>Pupils at Mill Hill are encouraged to ask questions to gain new knowledge as well as question sources and explore why things have happened and how they effected Britain and the world.</p>	<p>Pupils will explore, develop and understand a range of periods throughout history making purposeful links and connections.</p>
				<b>Themes and Concepts</b>
			<p>Pupils will understand the themes that run through all of history. These include; Trade, Industry, Migration, Settlement, Rebellion, Monarchy and Empire.</p>	

<b>Implementation</b>	<b>Lesson sequence</b>	<b>The world Around Us</b>	<b>Enable and extend</b>
	<p>The curriculum is planned in well sequenced, progressive lessons. Each unit has an overarching enquiry question. The children will be taught in blocks to immerse them in their learning to enable them to know more and remember more.</p>	<p>Learning will be extended through trips, visits, visitors, and the opportunity to develop their knowledge and understanding outside of the classroom.</p>	<p>The children will have the opportunity to delve deeper into their learning through a variety of extension activities where they are able to use their historical skills.</p>
		<b>Thoughtful Questioning</b>	

	<b>Local History</b>	<b>Share and Consolidate</b>	<b>Assemblies</b>
	Pupils in KSI and KS2 learn about an important aspect of local history. This allows children to get	Floor books and Showcase books are shared with the children and passed up to the next class	Assemblies at the end of each term to share the learning with the rest of the
	a sense of pride about where they come from and develop their community links and sense of perspective.	teacher in order to share and consolidate the years learning and add the link in the chain of their history knowledge and understanding. Each Floor book has a RAG sheet completed to assess what skills the children have learnt. They will complete cumulative quizzes throughout their learning to assess the knowledge they have learnt.	school. This allows them to see the chronology of our curriculum, to recap previous learning and to see where their learning will go next.
<b>Impact</b>	At Mill Hill our pupils gain a comprehensible knowledge and understanding of Britain's past and that of the wider world and inspire pupils' curiosity to know more about the past. As our pupils progress, they become prepared to ask observant questions, think critically, weigh evidence, examine arguments, and develop perspective and judgement. Our pupils now 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 History Curriculum provides identity, improves decision making and judgement, alongside developing a sense of chronology.		
	<b>Pupil Voice</b>	<b>Evidence in Knowledge</b>	<b>Evidence in Skills</b>
	Pupils are given the opportunity to provide feedback about what they have learned, enjoyed and what can be developed.	Pupils can make links between different themes and historical events. They will recognise the similarities and the differences, know about key events and build an overview of history in their community, Britain and around the world.	Pupils use taught vocabulary and terminology to interpret and share their understanding of the past. Each activity they complete in class will be linked to a particular historical skill.