

TEACHING AND LEARNING

William Hulme's Grammar School

(Primary Phase)



William Hulme's Grammar School
The best in everyone™
Part of United Learning

The History Curriculum at William Hulme's Grammar School provides children with the opportunity to build an understanding of periods in the past that have impacted on the way the world is today. Running through the curriculum are **three vertical concepts** that enable children to make connections between topics, developing their ability to work like a historian. These concepts are: **Quest for Knowledge, Power, Empire & Democracy and Community & Family**. Embedded within our history curriculum is the teaching of **local history**; opportunities to make links to local history are made where possible. Each topic also includes both **substantive and disciplinary knowledge** that will be built upon in subsequent year groups, and other subjects.

All learners are involved in experiences both inside and outside of the classroom to **immerse** them within their learning.

Knowledge organisers are used to develop children's understanding of key vocabulary, important dates and vertical concepts.

Teachers work to **prevent, identify and correct common misconceptions** through prior-knowledge checks and regular review of content.

Learners **master** core content through the development of key concepts and **timely revisiting** of key knowledge.

Tasks are **scaffolded** for learners to ensure the curriculum is ambitious for all

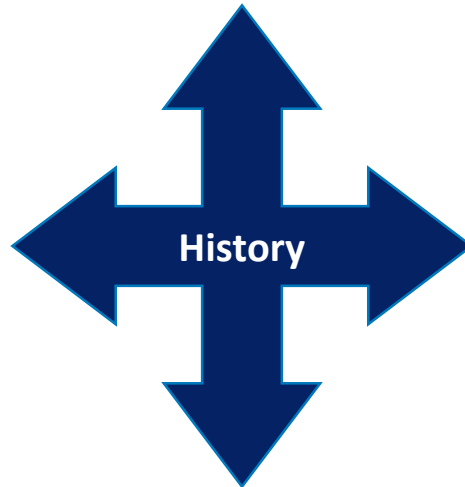
We use the United Learning history scheme to support the gradual and coherent development of **vertical concepts** to provide firm foundations for KS3 and KS4

Teachers explicitly teach **disciplinary knowledge** such as the **chronology** of key events and the validity of **historical evidence**. This is then practised alongside the substantive knowledge, and regularly reviewed and built upon.

Teachers make **deliberate and explicit links to other curriculum areas** (particularly geography and maths). However, to ensure a consistent approach, learners are always first taught content in the most relevant subject.

Contextual tier 2 and 3 vocabulary is embedded throughout history lessons, allowing children to explore their meaning and make links to their prior knowledge.

Teachers plan lessons to **inspire pupils to be curious and fascinated** about the world both **past and present**.



Outcome: Learners see themselves as historians