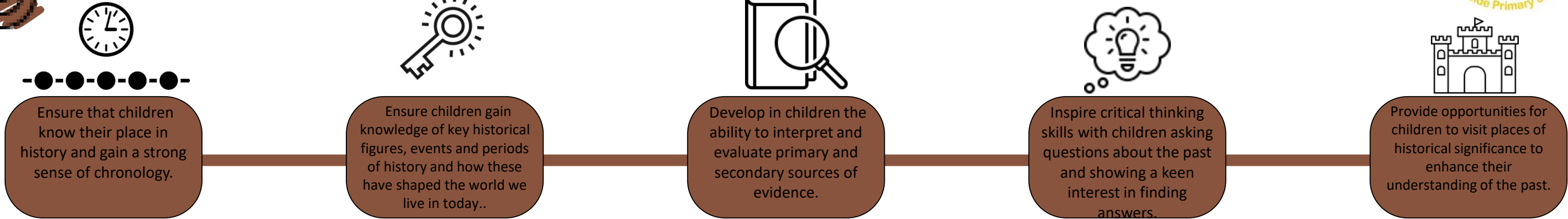




Intent - We aim to...

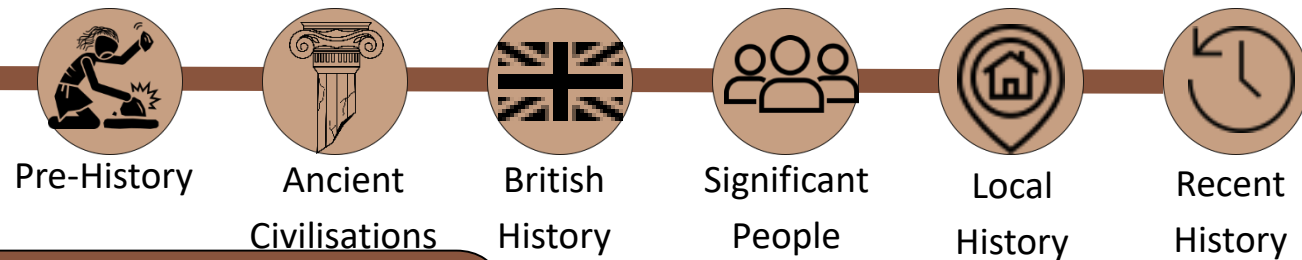


Implementation - How do we achieve our aims?

Knowledge-led curriculum

Our history curriculum has been developed in accordance with the National Curriculum and with an understanding of progression from the EYFS Framework. Units selected for History follow the statutory guidance to ensure accurate and broad coverage ensuring that clear thematic links are made to support children's' understanding of history.

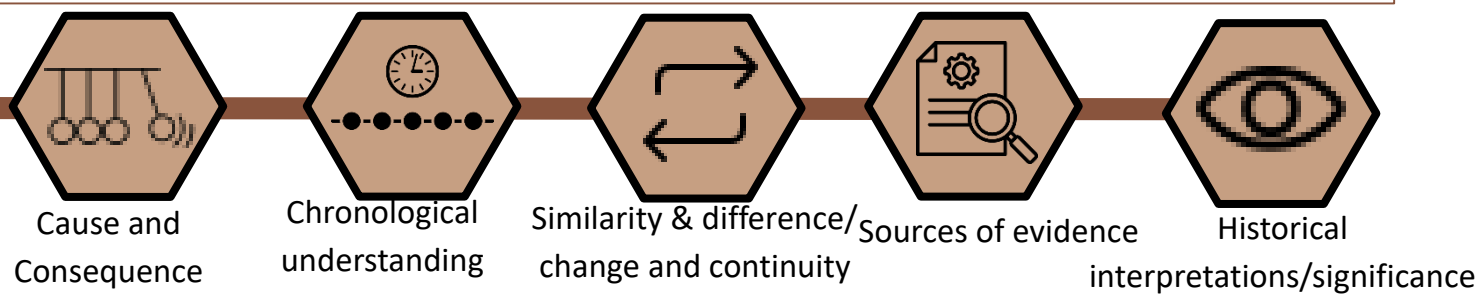
Key concepts



Developing Key Concepts

At Waterside we recognise that History is underpinned by the key concepts below, and our curriculum topics allow children to develop a depth of understanding of those concepts.

Key concepts



Strong Foundations

In EYFS, children begin to understand the difference between the past and present. As part of the Understanding the World strand, the Past and Present Early Learning Goal requires that children understand the concept of 'past', laying the foundations of chronological awareness. Children draw upon their own experiences and experiences of characters in stories to increase their understanding of the past. In both Nursery and Reception, learning involves sharing stories, holding discussions and exploring items from the past.

Timetabling

In KS1, history is taught for 1 hour a week. In KS2, History is taught for 75 minutes a week.

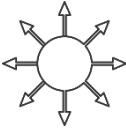


Implementation (continued)



Strong Vocabulary development

Understanding technical vocabulary is central to learning in History. Vocabulary is explored in lessons and displayed for children and staff to refer to. Vocabulary is taught through explicit teaching or through the use of story telling. Children are given plentiful opportunities to practise articulating and use new vocabulary.



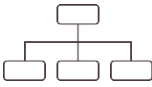
Cross curricular links

At Waterside Primary, Geography, History and RE are closely linked across units, year groups and subjects. Children are able to build a complex schema giving them tightly linked reference points in which they are able to fit new learning more easily.



Historical sources

Through the use of Opening Worlds, Waterside uses a wide variety of primary and secondary sources that have been expertly sourced to provide the most appropriate support to understand historical concepts.



Well sequenced lessons

History lessons are sequenced to allow children to have key prior knowledge that they are able to build on in future lessons. Lessons Y3 - Y6 follow an expertly made booklet which ensures knowledge is well sequenced. In Reception - Y2 lessons are sequenced by subject leaders to ensure knowledge is taught in a logical order.



Storytelling

Our history curriculum has storytelling at the heart. It allows children to learn core knowledge that can be highlighted and emphasised it, along with hinterland that allows children to 'hook' the core knowledge onto. Storytelling enables new and key vocabulary to be taught in context allowing for a more secure understanding of its meaning.



Inclusive practice

Our history curriculum is inclusive to all. In each lesson, all children work towards the same objective just in a way that has been adapted to their needs. All children are given the opportunities to develop their substantive knowledge.



Reading in History

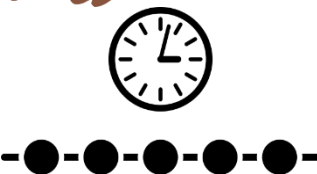
Reading has a key role in history at Waterside. Using our curriculum booklets children are given focused time to read as a class, in small groups or individually after being taught key information and vocabulary to allow them to access the text effectively.



Enrichment opportunities

At Waterside, we aim to provide children with many enrichment opportunities to enhance their history curriculum. Children visit museums to view artefacts, scenes from the past, castles and much more. Visitors are also used to enrich the children's history learning.

Impact - How will we know we have achieved our aims?



Children can use the language of chronology and identify periods of history on timelines.



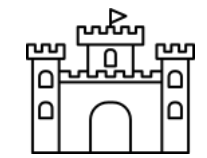
Children can confidently talk about people, events and periods of history they have learnt about, and comment on how these have had an impact.



Children use primary and secondary sources and can make inferences about the past from these, understanding that perspective can affect the evidence.



Children ask questions in lessons and follow lines of enquiry as part of their learning about the past, showing keenness to find answers to questions.



All children leave Waterside having visited a number of places of historical significance.