



Our History Curriculum

Curriculum Intent

At Wootton Waven C of E Primary School, History is a valued part of our curriculum as it gives us a sense of identity, set within our social, political, cultural and economic relationships. It fires the children's curiosity about the past in Britain and the world, and plays an essential part in preparing us for living and working in the modern world. History is concerned with sequence, time and chronology and is the study of evidence and the past. Studying 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. Such understanding comes from the study of life in the past, of thoughts, beliefs, emotions, actions and artefacts. In history, children find evidence, consider it and reach their own conclusions. To do this, they need to research, sift through evidence and argue their point of view - skills that are essential in adult life.

Curriculum Implementation

Our curriculum is based on the programme of study for History in the National Curriculum 2014. It has been carefully planned, on a two-year rolling programme, to engage and excite all of our learners. Our long-term plans map out topic themes covered each term for each class. These plans define what we will teach and ensure an appropriate balance and distribution of work across each year. When the driver for the topic is history, the subject is taught weekly to ensure that key knowledge and skills can be covered in depth. Alongside historical knowledge our curriculum has a strong emphasis on developing history skills. Children learn how to ask questions, analyse evidence, appreciate different perspectives and develop informed judgements. We use timelines to help children to develop a chronological understanding.

A variety of teaching approaches are used involving a mixture of individual, group and whole class work. Some activities will be of an investigative or problem-solving nature, others will encourage children to develop skills of research and the organisation and communication of their work. Care is taken to introduce the children to the language of history according to the level of the child so a natural continuity and progression will be ensured. We place an emphasis on examining historical artefacts and primary sources and we try to give children the opportunity to visit sites that are of local and historical significance. We also encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and to recognise there may be bias in some of the primary sources the children use.

History is an excellent vehicle for exploring attitudes and values of previous eras and applying the lessons learned to current situations, consequently, it makes a valuable contribution to developing British values.

Curriculum Impact

By the end of Year 6 we aim for our children to have developed a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the time periods they study. They should be able to identify connections, contrasts and trends over time and develop the appropriate use of historical terms.

Assessment

In **EYFS**, assessment is an ongoing process throughout the year, with end of year attainment being measured against the Early Learning Goals for the area 'Understanding the World' and reported in the Early Years Foundation Stage Profile. The EYFS Profile is a statutory requirement.

In KS 1 and KS 2 formative assessment is used to guide the progress of individual pupils in history. Teachers keep records of individual children's progress against key learning objectives. Attainment is recorded on our online tracking system, Insight.

Pupil's progress is reported to parents at consultation evening held twice a year and through an annual report.

Monitoring

The monitoring programme for History is organised on a two-year cycle. The subject leader carries out book trawls, pupil conferencing and learning walks and records the key findings on the school's proforma.