

INTENT

Our history curriculum aims to inspire our children and to help them think about the challenges of our own time. Valewood children will be encouraged to develop a respect for and an understanding of different cultures and beliefs and celebrate the cultural differences around us. They will learn about issues facing the world and they will deepen their cultural awareness and increase their understanding of history, time and place.

In Reception, history is taught as part of Understanding the World. Our children begin to develop an understanding of the past and present events in their own lives and the lives of family members; they build on this so that they can place events in order. They move on to explore the topic of “Celebrations,” considering when, how and why we celebrate specific events and they link these to events in their own lives.

In KS1, we build on the excellent EYFS practice and the children will develop the historical chronology skills to be able to place known events in the order of when they happened, sequence events and recount changes within living memory and use common words and phrases relating to the passing of time. By the end of KS1, they will be able to describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods. They will use a variety of sources to raise and answer questions about the past. Our children will develop the ability to describe events beyond living memory that are significant nationally or globally and describe significant historical events, people and places locally. To motivate our children further we incorporate class trips, role play, theme days and a variety of sources and artefacts so that our children can both ask and answer historical questions.

In KS2, we continue to ensure that our teaching equips pupils to ask questions, think critically, weigh evidence and develop perspective and judgement. We plan lessons to instil curiosity about Britain’s past and that of the wider world. In LKS2 the children develop their ability to use a variety of resources to find out about aspects of life in the past, understanding that sources can contradict each other. In UKS2 the children will become more skilled, becoming confident to evaluate the usefulness of a variety of sources and construct informed responses that involve thoughtful selection and organisation of relevant historical information. In KS2, the children will build on their knowledge and develop a chronologically secure knowledge of the subject. Historical enquiry and curiosity is central to their learning. They will cover topics including The Stone Age, Vikings, Romans, Ancient Egypt, Ancient Greeks and The Maya. They will learn to make links and comparisons between the past and modern times and to consider how and why some things have changed.

IMPLEMENTATION

1. The National Curriculum 2014 will be taught to all pupils. Programmes of study for History will be used as the basis for long and medium-term planning.
2. We also use Children’s rights to underpin our History curriculum. This includes making connections between the UNCRC and past events/people. It enables children to reflect on how societies have developed and consider how some parts of the world now compare to times in the past. By considering children’s rights it enables the children to reflect how the actions of people in the past have impacted on the world today and in turn on developing the UNCRC.
3. History will be taught either in blocks or weekly by the class teacher.
4. To ensure high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. Teachers plan carefully to build on National Curriculum knowledge and skills from previous years. Interactive resources/activities will ensure a high level of engagement.
5. History is taught as part of a half-termly topic.
6. Historical knowledge is remembered and embedded as teachers include regular, low-stakes quizzing in lessons to revisit previous learning.
7. We use Children’s Rights to underpin our History curriculum. This includes making connections between the UNCRC and past events/people. It enables the children to reflect on how societies have developed and consider how some parts of the world now compare to times in the past. By considering children’s rights it enables the children to reflect how the actions of people in the past have impacted on the world today and in turn on developing the UNCRC.
8. High expectations in terms of written outcomes will be made explicit and year group expectations for writing will be shared.

9. Questioning throughout lessons will support the teachers in making judgements to ensure each child is making progress.
10. The subject leader will have the responsibility to lead, manage, monitor, evaluate and review the curriculum.

IMPACT

The impact of our curriculum will be evidenced in our pupil's books and through the use of regular quizzing. Knowledge organisers, which specify key knowledge and subject-specific vocabulary, will be used to refer to and for low-stakes quizzing. Regular quizzing will be a feature of our history teaching to enable learning to be transferred to long-term memory. Children will be quizzed on subjects from earlier in the year and from previous years to embed their learning. In addition, at the end of a topic the children will be asked five key questions to assess their understanding. As the children move through Upper Key Stage 2, this historical knowledge and subject-specific vocabulary will be used to support discussions in the form of essay questions at the end of each unit of work.

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