

Intent:

Our History curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum.

William Stockton and Wimboldsley Primary Schools ensure that the curriculum is planned in a sequential and meaningful way; it builds on prior skills and knowledge. We ensure that we give our students appropriate and ambitious curriculum opportunities.

We ensure that teachers help students relate each topic studied to previously studied topics in order to form strong and meaningful schema that they can retrieve information from. This means that the children know and remember more from the knowledge that they have learnt. We aim for children to master the skills and knowledge for History, this means that we repeat objectives to ensure that the children are deepening their understanding of what they have learnt in different contexts. History concepts ensure that the children's learning is based on themes and that the children develop an understanding of different historical concepts through their primary years.

Through interconnected opportunities, we ensure that children are able to make links in their learning to make it meaningful and help them to recall their learning. This ensures that the children are developing a strong and meaningful schema by repeating and linking different learning experiences together.

The History curriculum intends to prepare each student for their next phase of education whilst at the same time giving all students a broad and balanced

view of the History of Britain and other societies developing their chronological skills. In this, students will develop a well-rounded knowledge of the past and its events. We aim to develop children's historical enquiry skills by encouraging them to be curious about the past, ask questions, suggest explanations based on sources of evidence and make meaningful connections between the past and the present.

Implementation:

Our History curriculum has been designed with prior knowledge and learning of the pupils at the forefront of all new learning. To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is focused on progression throughout the year groups. This helps the children to develop strong and meaningful schema.

The progression of skills is set out in order to build and develop the following:

- Chronological Understanding within and across time periods
- Knowledge and understanding of events, people and changes in the past
- Connection and Historical Links
- An understanding of historical concepts
- Interpretations of History
- Historical Enquiry

Meaningful links with other subjects are made to strengthen connections and understanding for pupils and therefore strengthening the schema that they are building.

Lessons will develop long term memory by allowing for repetition of learning within the year and year-on-year. The use of knowledge organisers aid teachers in planning their knowledge and skills and students in understanding the expectations by the end of the unit - images, pictures, key facts and vocabulary support them in doing this.

At the beginning of each lesson children concentrate their mind on becoming a historian, focusing on the skills that make a historian successful. This supports the children in developing and mastering the skills needed which deepens their understanding.

Our historians are given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities and to further support and develop their understanding.

Impact:

Through our inspiring and engaging history curriculum all children will know what it means to be an historian – being immersed in and curious about history – with transferable skills and a good progression of knowledge and understanding of key concepts.

All children will take responsibility and make the best of life choices, learning from the past; they will have memorable learning experiences; and understand their identity personally, locally, nationally and globally.

The children's attainment in History will be gathered by comparative judgements, comparing a pupil's work over time.

Through our monitoring system, Precision Teach, comparative judgements will be used to support the senior and middle leaders monitoring of the history curriculum being taught alongside lesson observations, book scrutinies and gathering pupil voice. This can be used to ensure that the pedagogical style matches the expectations of the school.