



History Curriculum Offer

Intent

It is our intention that our History curriculum ensures that the National Curriculum requirements are not only met, but children receive a broad and rich learning experience. History is a universal language and one of the highest forms of creativity. It is our vision to equip our pupils with key skills, knowledge and vocabulary and enable them in their own historical enquiry and exploration. Our curriculum drivers are Communication, Creativity, Celebrating Difference and Kindness to Others and Ourselves, these are planned for throughout the curriculum. We aim to provide our pupils with a rich and broad cultural capital. It is our aim for children to build upon skills and knowledge gained from foundation stage through to year 2 via termly History projects, with some topics being more weighted toward history than others whilst in others it is more a supporting subject. We are careful to ensure that the statutory entitlement is met through careful planning across the year.

We will plan the contents of the History curriculum and resource accordingly to meet the needs of all children providing pupils with the skills and knowledge to fulfil their potential.

We invite historical experts into school as well as include historically based trips to enrich the children's learning and offer them first hand experiences. We make historical learning explicit so the children are aware when they are being historians, using the associated vocabulary and skills.

History and our school drivers:

Celebrating difference: relating our own personal experience to that of others in the past enabling a greater understanding of the cultural, economic. **Communication:** providing the children with historical vocabulary and the ability to explain their reasoning. **Creativity:** enabling them to apply their skills in a variety of different ways and appreciate the wide impact historical events have on our lives today. **Kindness:** through collaboration and peer support, consolidating personal learning through encouraging peers through positive examples, modelling and explanation.



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Implement

At Westdale we believe that nothing has been learnt until it is in your long term memory. We provide children with History lessons that enable pupils to revisit previous skills and build upon their knowledge and understanding. Sticky knowledge is planned for each topic and key elements of this will be revisited to ensure that they build up a useful knowledge base. Key questions are used to lead topics and engage active learning and challenge. Sequences of lessons are planned using progression mapping within and across year groups from EYFS through to year 2 ensuring progression for all. This is all collated onto our topic trails.

Planning

Sequences of lessons are planned for using progression mapping within and across year groups. Our History coverage equips children with sticky knowledge and key skills in History. There are also opportunities for cross-curricular History for example in Art they will create their own fossils using salt dough and in D/T creating a trebuchet and a castle.

Some of our History learning is continually revisited e.g. Looking at timelines, recognising the impact of famous historical figures.

Key Vocabulary on our progression overview for each year group, helps our children to broaden their subject specific terminology giving them the confidence to articulate their opinions and explain their thinking about History.

Impact

The impact of our History offer is measured through our monitoring cycle. This includes learning walks, pupil voice, planning scrutiny, curriculum reviews and end of year assessments. Once reviewed the History Lead formulates an action plan for improvement, discussed with the curriculum leader.

We assess and track History against key knowledge and skills in each year group, ensuring children maintain a good knowledge, skills and understanding. In assessment we are looking



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for children who demonstrate a sound grasp of the key knowledge and skills throughout the year, such as

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.