

History at Wilbarston

History: The Curriculum

History plays a central role within the curriculum at Wilbarston Primary School and is fundamental to our wider Trust mission of creating aspirational and knowledge-rich pupils. Our knowledge-rich history curriculum, which follows the National Curriculum, is finely sequenced, cohesive and progressive which ensures knowledge builds on knowledge. Pupils will secure a significant historical perspective by placing their growing knowledge into different contexts and understand connections between local, regional, national and international history. It ensures that pupils learn how to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. As a result, they also begin 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.

As a result of the accumulation of rich knowledge, which connects pupils' substantive knowledge and historical disciplinary concepts, pupils secure an unwavering foundation that will enable them to succeed in the next stage of their education.

At the end of Foundation at Wilbarston

Pupils will gain a secure understanding of what history is, looking at how they have changed over time and why. Pupils will develop historical vocabulary and language. Furthermore, they will begin to explore wider history focusing on stories of important people to ensure a strong foundation of historical vocabulary and language. Together, these facilitate pupils to use and understand historical questioning.

At the end of Key Stage 1 at Wilbarston

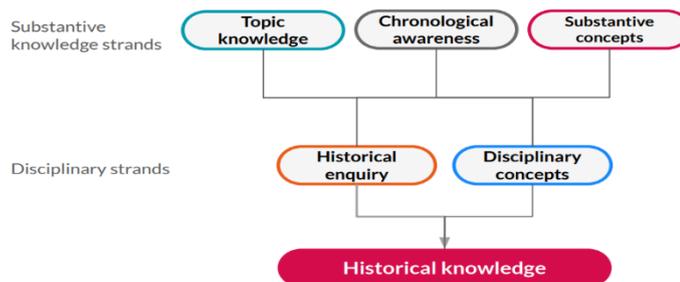
Pupils will become secure in the main stories of important individuals and how they developed and changed history. Pupils will also be able to begin to make comparisons with contrasting forms of government, class systems and civilisations which will provide a secure base context for KS2 learning. Pupils will be oriented in time / narrative and space to prepare them to access subsequent abstract work in Key Stage 2.

At the end of Key Stage 2 at Wilbarston

Pupils will make links and comparisons through their understanding and exploration of a diverse selection of different periods across the ancient world. They will learn how to carry out historical enquiries using a variety of sources of information and look at how and why the past is interpreted in different ways. An accumulation of knowledge-rich curriculum means that pupils will be able to evaluate how ancient history has impacted society today.

Implementation:

In order to meet the aims of the National curriculum for History and in response to the Ofsted Research review into History, we have identified the following key strands:



Within our History curriculum there are four main elements that underpin how the curriculum is taught.

- Story-telling is a critical aspect of the history discipline, initially, it serves as a gateway into new knowledge and a secure platform from which pupils can deepen and widen their knowledge.
- Oracy, vocabulary, and verbalisation are embedded sequentially throughout the history curriculum to ensure the appropriate scope and depth. All are explicitly taught, deliberately practiced, and rooted through retrieval practice. As a result, pupils are confident in their oral use of words in multiple oral and written contexts.
- Pupils gain a secure and cohesive understanding of each historical strand of learning through the teacher imparting knowledge and facts using the principles of direct instruction. This rigorous approach secures the progression of historical knowledge, both substantive and disciplinary.
- Pupils gain a progressive understanding of historical concepts and methods. This ensures pupils are able to make connections, draw contrasts and trends, frame historically-valid questions and explore how evidence is used to make history claims.

Assessment

We use a multi-faceted approach to assessment within history.

- Retrieval practice at the beginning of every lesson.
- Assessment for learning is used within each lesson through skilful use of questioning and live feedback
- Pupil voice to support the evidence that pupils know and remember more over time.

Cultural Capital

Enrichment is an essential part of the KHPA History Curriculum which provides pupils with discrete time to focus and deepen their learning, they provide opportunities for new experiences as well as nurturing and developing a thirst for learning.

We use a multi-faceted approach to enrichment within history:

- Trips to the local historical sites and to museums.
- External visitors coming in to deliver history sessions

Career Professional Development

We develop strong subject knowledge amongst all staff which is achieved through; comprehensive middle leadership development, a focus on developing all teachers' subject knowledge and historical pedagogy. All staff benefit from implementing the high-quality planning resources provided by the Kapow yet amended to meet the needs of all pupils.

Below is a summary of the CPD activities bespoke to history:

- Adapting plans with class teachers
- Staff training afternoons as part of CPD log
- 1:1 discussions with staff about lessons

History Curriculum Overview:

Reception	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		My History		Adventures through time		Peek into the past

Year 1/2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle A		What is History?		How is school different in the past?		What is a monarch?
Cycle B		How am I making History?		How have toys changed?		How did we learn to fly?

Year 3/4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle A		How have children's lives changed?		What did the Ancient Egyptians believe?		How did the achievements of the Maya civilisation influence their society and beyond?
Cycle B		Stone Age, Bronze Age and Iron Age		Why did the Romans settle in Britain?		How hard was it to invade and settle in Britain?

Year 5/6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle A		What does the census tell us about the local area?		Were the Vikings raiders, traders or settlers?		What was life like in Tudor England?
Cycle B		What was the impact of World War 2?		The Sikh Empire		Who should go on a banknote?

- local history units enhanced via our Wow days timetable