



Vision

Our History curriculum will give our children the ability to act as historians. It will develop their curiosity about our world now compared to our world as it once was. The topics will help develop a sense of identity through learning about some of the major issues and events in the history of Britain and the world.

Intent – We aim to...

- Inspire a love of learning about History.
- Introduce children to what is involved in understanding and interpreting the past.
- Provide a progressive and embedded curriculum.
- Allow children to investigate and understand the process of historical enquiry.

Implementation – How do we achieve this?

The History skills taught in each year group allow children to build upon ideas and concepts.

Foundation children are regularly encouraged to discuss ideas on a personal level; their family and home, and what they do on a day to day basis.

Year 1 pupils are introduced to simple historical concepts, using stages of their life as well as key historical figures that will appeal to their imaginations and interest.

Year 2 pupils expand this by considering how more historical figures impacted our society within each topic within living and beyond living memory.

Sequencing our learning from EYFS to the end of KS1

In **EYFS**, Children learn History linked to topics of All About Me, Trip around the World and At The Seaside. Teachers plan discrete lessons which complement independent and adult-led historical enquiries.

In **Key Stage One**, History teaching is a mixture of discrete lessons and those linked to topics. In Year 1 the children are introduced to the concept of history further in the past with a topic about Toys from the Past that appeals to their interest. This is then built upon by introducing inspirational historical figures such as Mae Jemison, an astronaut, and Mary Anning, the first fossil hunter. In Year 2 the children find our topics about The Great Fire of London, Famous Queens and Windsor Castle fascinating. They also begin to see the injustice of how vulnerable people were treated by those who were in positions of responsibility and how this is not how our school operates, or how the wider world should operate.

Knowledge and understanding

We build upon what the children already know by discussing the local area of Woodley in local history and when making comparisons. This ensures the learning is relevant and has a clear point for the children. Concepts such as timelines are introduced through inspiring topics such as Flight in Year 1 and Kings and Queens in Year 2.

Key concepts

- Familiar and famous people and events from the past.
- Making comparisons between our lives now and life in the past.
- Identify some ways in which the past is represented.
- Historical questioning.

Where does history happen at Willow Bank?

History lessons happen in classrooms, the school grounds, in the wider school community and on educational visits. Teaching is supported by trips to Milestones Museum in Year 1 and Windsor Castle in Year 2. The topics become increasingly complex as the children become more independent over the course of Key Stage One.

Implementation ctd. – How do we achieve this?

Assessment

Teachers will use the assessment trackers online with appropriate fields to mark against. Teachers assess children's knowledge and understanding as it progresses through a history unit of work. Through high-quality questioning, teachers will assess how children's understanding has developed over time, through the use of key vocabulary, fact recall and engagement in learning.

Lowest 20%

All children are given word banks within lessons. Where appropriate, the lowest 20% will be given writing frames, cloze procedures and simple labelling tasks. Children are assessed based on knowledge from shared discussions and not just on what they can record. Children with 1:1 support can practise vocabulary for each topic. Children might be given tasks which involve reading and looking at sources and will be matched with carefully selected partners in order to aid understanding.

Professional development

SLA Subject Network Meetings - curriculum meetings are provided in order to develop best practice.

Impact – How will we know we have achieved?

Work in children's books is well presented and conveys pride in their work.

Children meet end of year expectations in history.

SEND and Disadvantaged Progress

If the planning benefits SEND children, it benefits all children. The topics are selected and presented in a context that SEND and Disadvantaged children recognise. The concepts start off with something familiar or immediate (e.g. hands on artefacts or talking about something in their immediate lives)

Cultural capital, inclusion and diversity

Respect, inclusion and diversity – we respect everyone, and listen to their opinions about the historical events we discuss. We love learning together in the Willow Bank Family. The historical figures we study are diverse.

Community – we can learn from the positive and negative events of history and work together as a community.

Cultural capital – using all of our school and life experiences when visiting places of historical interest to enrich our understanding of the world we live in. Using the experience of the children, visitors and school trips to discuss events and people of historical importance.

Curriculum links

We aim to provide an embedded History curriculum, for example cross curricular topic based learning where our fascinating History topics will be used as a stimulus in English lessons.

