

The Welbeck Federation of Schools

HISTORY



Curriculum Intent

At The Welbeck Federation of Schools, we are proud to have a knowledge-based curriculum which equips our children with the tools they need to go on to be well rounded individuals who can make the most of all opportunities and challenges that come their way. Our curriculum is engaging, exciting and innovative, encompassing and celebrating all curriculum areas and is designed to build resilience, independence and perseverance.

Our curriculum has been designed to provide learners with the knowledge, skills and the eloquence to become responsible and effective members of the community locally and internationally and in doing so, transform life chances in a way which supports positive outcomes for our pupils.

The topics have been designed to complement and build on one another with clear progression and links so that in subsequent year groups, they will be able to explore concepts deeper, applying their knowledge in different contexts.

Our community is at the heart of our teaching and learning and topics have been selected to embrace the wider community in which we live - celebrating our history and heritage – as well as expanding children's cultural knowledge of people, places and events that they wouldn't ordinarily visit or know about.

At The Welbeck Federation of Schools, we are very clear that our curriculum is underpinned by secure self-evaluation and inspires and motivates our children.

Our three key drivers are:

- To promote independence and resilience in learning
- To broaden and extend our children's understanding of the wider world
- To develop the communication skills of our children

These three aspects are at the heart of our curriculum and as the long term plans show, they help us to focus on key skills in all subjects, as well as covering the full content as outlined in the National Curriculum.

The Why ...

1. Knowledge frees up your brain's capacity for thinking

Cognitive scientists have found that our brain works at different speeds, depending on whether we have learned something already, or whether we are relying on "working memory". Working memory

is new information you can keep in your head and is very limited (holding between three and seven pieces of new information). That is why learning your number bonds by heart is useful. Completing more complex calculations is made simpler if knowledge of number bonds is already 'locked in'.

2. We learn new things by connecting them to old things

The way in which the brain stores new information, and makes inferences and discoveries, is by connecting to existing stored knowledge (schema). You cannot have skills without knowledge, because you cannot evaluate something you do not know anything about. You also cannot come up with new ideas without jumping off existing ones.

Policy context and rationale

This policy covers our school's approach to the teaching and learning of History. It was produced by the subject leader in conjunction with the staff.

It has been shared with and approved by the Governors.

Policy availability

Parents and carers are able to view the policy on the school website.

A paper copy is available in school.

If a copy is required in any other format then please contact the school office.

Intent

At The Welbeck Federation of Schools, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking learning to a range of topics, our children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, **develop their communication skills** so they are able to share ideas confidently and become **independent and resilient learners** who enquire into the past and consider the impact it has on their lives.

History allows our children to compare and contrast, to examine how and why things have changed, to learn about historical characters and expand their research skills. We teach children to be open minded and enquiring thinkers who understand cause and effect. We want them to understand how people have lived in the past and compare this to modern life which will **broaden and extend their understanding of the wider world**. We encourage first hand experiences through handling real artefacts and wherever possible arranging field work visits to relevant sites of historical interest in the local area.

Implementation

History is taught as part of a half termly topic, building on previous knowledge and experiences and focusing on the knowledge and skills stated in the National Curriculum. Our community is at the heart of our teaching and learning and topics have been selected to embrace the wider community in which we live - celebrating our history and heritage – as well as expanding children's cultural knowledge of people, places and events that they would not ordinarily visit or know about. Teachers plan lessons for their class following our scheme of work. The scheme of work ensures the curriculum is covered and the skills and knowledge taught is progressive from year group to year group.

Foundation stage

In the Foundation Stage pupils will be taught History through Understanding the Word – People and Communities

Pupils will talk about past and present events in their own lives and in the lives of family members. They will learn that other children don't always enjoy the same things, and are sensitive to this. They will learn about similarities and differences between themselves and others, and among families, communities and traditions.

Key stage 1

Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. Children will have the opportunity to use a range of materials and resources to enhance their learning and development within history. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage 2

Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children will have the opportunity to use a range of materials and resources to enhance their learning and development within history. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will learn how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

Ensuring continuity and progression in learning

To ensure continuity and progression for all children, the curriculum is carefully organised from Nursery to Year 6 to ensure that our children's knowledge and understanding of the past develops because there is increasing breadth and scale of study through the curriculum, moving progressively from personal experiences to changes within living memory and events beyond living memory informed by the guidance of the National Curriculum. The knowledge mats produced for each unit make explicit the sticky knowledge and vocabulary expected for each topic and include a timeline to aid children's developing sense of chronology.

Impact

The subject leader will oversee planning and monitor children's work through learning walks, talking with the children about their learning (pupil voice), looking at Tapestry observations made of Foundation Stage children and looking at children's work in their books to measure the impact of our curriculum.

At the end of each unit, the key knowledge and understanding will be assessed by the class teacher using a short questionnaire of five questions.

Assessment will also be undertaken using the following methods:

- observation of children
- talking with children
- marking written work
- self-assessment
- the evaluation of discussion

The teacher will assess the child as either working towards the expected level, attaining the expected level or exceeding the expected level and report standards across the curriculum to both the subject leader and the parents through an annual report.