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**History at Wibsey Primary School**

‘We are not makers of History. We are made by History’

Martin Luther King Jnr

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| **What our children learn in History (Intent)** |
| At Wibsey Primary School, the overarching intent of our History curriculum is to instil a love of History in our children by engaging their curiosity and interest in the past. Our History curriculum supports the development of key historical knowledge, skills and concepts through the study of British and local history and other significant time periods and societies. However, History is not just about learning simple facts and dates but a development of the understanding of history skills such as using first and secondary sources of evidence and an understanding of chronology.  It is vital that children understand and have a greater awareness of how history has shaped the world in which they live. It is through their understanding of the periods, events and people from the past studied, that our children will better understand the present and their place within the world today. We believe that a well-rounded history curriculum will allow children to gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It is our intent that pupils leave Wibsey feeling proud of their local area heritage and so pupils study aspects of the history of the local area, and the achievements of significant local individuals.  We are committed to developing our children as historians; children interrogate a variety of historical primary and secondary sources in order to follow ambitious lines of historical enquiry. They answer historical questions such as ‘How did the Ancient Greeks change our world?’ Studying History in this way inspires children’s curiosity and encourages them to ask critical questions. This approach develops an understanding of the methods of historical enquiry and how different source types may differ in their interpretation of History. Pupils have opportunities to ask perceptive questions and form their own opinions and interpretation of the past based on evidence.  Through carefully chosen studies of significant people, events and time periods we promote a sense of chronology within the children. We intend that they develop a chronologically secure knowledge and in-depth understanding of the time periods and societies studied, whilst furthering their knowledge and appreciation of similarities and differences within and across historical time periods and continuity and change over time.  In our History curriculum, we have key threads that run through the units of learning. These include invasion and settlement, legacy, empire, resistance, monarchy and democracy, discovery and development and lifestyle. Societal change and legacy run as key threads across all year groups as children come to understand how life has changed in Britain since pre-History and how the past impacts life in Britain today. By carefully mapping, and revisiting, these themes across carefully sequenced units, we ensure children make links and gain historical perspective, by placing their growing knowledge into different contexts within local, national and international history and between short and long-term timescales. |
| **How our children learn in History (Implementation)** |
| At Wibsey Primary School, History is taught as an integral part of the ‘Wibsey Cumulative Curriculum’ and we provide a history curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum History Programmes of Study. The overall ambition for our children is that they study a wide range of history from local to global, becoming ever increasingly aware of key events and figures whilst becoming expertly skilled in the scrutiny, comparison and investigation of history. Wibsey is ambitious in its coverage of History and the sequential teaching of core skills and concepts, and is motivating through exciting learning and core learning experiences (visits and visitors) that give all children an opportunity to explore and question the past. Our curriculum aims to instil the recognition of just why history is so important to study.  The history curriculum is structured so that each year children have two or three half terms a year where history is the subject driver for that term. Pupils answering a ‘Learning Challenge’ question such as ‘Was Boudicca a hero?’ guides the learning journey, with children acquiring knowledge and skills as they move towards drawing conclusions and explaining their findings when forming an answer to the question. Units of study have been selected from the National Curriculum to ensure that the children receive a high quality, deep and ambitious historical learning experience. The knowledge and skills that children will develop throughout each history topic are mapped across each year group and across the school to ensure progression.  The ambition of the history curriculum, is for children to receive a historical education which is knowledge rich, stimulating and engaging, and that instils the recognition of just why history is so important to study. Our history curriculum aims to give children a chronologically secure knowledge and understanding of British (from the Stone Age to 1066), world and local history (beyond 1066).  Each year group studies different periods of history which progress chronologically towards the present day. History is embedded in our topic-based approach to learning in EYFS with children talking about their own life story and the life of significant family members. In KS1 and KS2, pupils have two or three periods of history to study in depth across the year. Teachers plan sequences of lessons across the unit that will build on and develop the children’s prior knowledge and skills. In Key Stage 1, our curriculum is mapped to enable children to develop an awareness of the past, using common words and phrases relating to the passing of time. They will start to 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. As they progress through the key stage, they will demonstrate a growing confidence and accuracy when using historical vocabulary, such as explorer, chronology, evidence and technology. Across key stage 1, children progress from identifying change within living memory to beyond living memory. Significant individuals and events from the local area are studied, with progression, as children move across school, to individuals and events from the wider world.  In Key Stage 2, children 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. This chronology, or sequence of events, will be referred to throughout KS2 so that children become secure in their understanding of important historical events and eras. It will also enable them to begin to identify trends over time and develop the appropriate use of historical terms such as ancient and civilisation. The explicit mapping and rigorous teaching of vocabulary ensures that children can gain and deploy a historically grounded understanding of abstract terms such as ‘empire’ or ‘democracy’. Vocabulary banks specific to the unit being studied and those relevant to a more general history study are increased as children mover across the school. This vocabulary is taught explicitly and modelled contextually for pupils.  We aim for our children to understand how we know about the past and the methods of historical enquiry. Pupils will use a variety of primary and secondary sources to find out about the past and through their use historical enquiry skills are taught progressively across school. Pupils will move from handling artefacts associated with their life in EYFS, to recognising how and why different accounts of the past may be given and evaluate evidence to identify bias at the end of key stage 2. As children progress through their learning information is researched as opposed to presented and children have to assess this research for reliability trustworthiness.  Knowledge and understanding of chronology develop progressively across school, from children identifying the changes over the course of the day to the use of dates to place events in chronological order on a timeline. At the end of key stage 2, pupils have a chronological understanding of British, world and local history.  Opportunities to practise and embed skills of historical enquiry and chronology are planned for so that they are revisited and refined over time.  We also maximise the opportunities for Core Learning Experiences, taking advantage of carefully selected local museums and on-line workshops from those wider afield. Children’s learning in history is enriched by these visits and visitors which deepen their understanding and knowledge. |
| **How difference does the History curriculum make to our children? (Impact)** |
| Through the high quality first teaching of History we will see the impact in different ways. Primarily, children will be engaged in their learning in History, develop as Historians and want to find out more about the past.  Pupils will gain a coherent knowledge and understanding of Britain’s past and an appreciation of how other civilisations have impacted on life in Britain today.  Through the ‘Learning Challenge’ approach and use of sources of evidence children will learn to think critically, ask perceptive questions and evaluate evidence. Children will be able to talk about the skills and knowledge they have acquired.  Work will show that a range of topics is being covered, cross curricular links are made where possible and differentiated work set as appropriate. Development of enquiry skills will be evident alongside an increasingly secure grasp of chronology. Assessments and monitoring will show standards in History will be high and will match standards in other subject areas |