

# Intent

At Westlands Primary School, we strive to teach History and historical enquiry within a broad and balanced, knowledge rich curriculum. Pupils leave us with a secure understanding of chronology; both in Britain and the wider world giving them an understanding of where they are within the thread of time.

We use Curriculum Maestro to provide us with a basis for our History planning. This platform provides carefully planned and progressive lessons. Curriculum Maestro uses Knowledge Rich Projects (KRPs) and Imaginative Learning Projects (ILPs), which build on to develop and deepen knowledge and understanding as children progress from EYFS to UKS2.

In accordance with the National Curriculum, pupils are taught about the significance of different historical periods, key historical figures and how History has influenced their lives today. Our intention is that children not only learn about History they also learn from it; adopting a curiosity and awareness of how History has been interpreted by different people at different times via different sources and media. Through the study of historical evidence and exploration of their local area, pupils will develop a deep understanding of the rich History of their locality. Perhaps more poignantly, pupils will leave our school aware of today's challenges and how they will be viewed historically in later years.



# Implementation

## **How is History taught at Westlands Primary School?**

The National Curriculum along with Curriculum Maestro, is used to plan and deliver the teaching of History at Westlands Primary School, in a systematic and progressive way. Pupils start each Historical Curriculum Driver,

Using pictures, photographs, film clips, key vocabulary and historical evidence as a starting point, pupils are encouraged to discuss and reason with curiosity what they are presented with and how this can be interpreted. Having studied historical evidence, pupils are encouraged to react to Historical information and use this knowledge to discuss, present, debate, re-enact and write from different historical perspectives. This embeds and consolidates pupils' understanding of History and its impact on society. In the wider, broad and balanced curriculum, pupils are exposed to a range of stories and poems from different historical periods and a range of ethnicities, including BAME, with the intention of deepening their knowledge of History and how human decisions have significantly impacted the lives of societies and now informs our present lives.

At Westlands Primary School, historical learning is made significantly more memorable due to our carefully planned trips, educational visitors and workshops. History is taught in Terms 1 and 3. When Geography is taught in term 2, there is a strong thread of History knowledge and skills interwoven within the Curriculum Driver. Vocabulary is pre-taught using Knowledge Organisers and is also progressively taught across the school and is often recorded in their books.



# Implementation

## History in Early Years Foundation Stage

The most relevant statements for History are taken from the following area of development: Understanding the World; Past and Present.

Through Understanding the World, children talk about the lives of people around them and their roles in society. They are taught to know now some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class, through a range of texts and media sources.. Children began to understand the past through settings, characters and events encountered in books read in class and storytelling.

In EYFS, children will learn the following in History through Understanding of World:

- Orders events, dates and historical periods (Chronology)
- Build an understanding of World History, form local, to national to global and make links and connections
- Identify similarities and differences between lifestyles
- Think of questions, find evidence and use artefacts and sources to understand why things happen and affect their lives



# Inclusive Practice - Bespoke for the subject

Within our teaching of History, we provide children with tasks which are suited to their developmental age and their skill level. All tasks and activities are modelled where possible by an adult and adaptations are made to the activity to ensure that it is accessible and scaffolded for the best possible pupil engagement and outcomes. Children are encouraged to question, share their ideas on how to approach the theme given and share their prior knowledge of subject areas. Discussion and hands-on activities underpin the teaching and learning in History, with pre-teaching of vocabulary and use of resources such as word mats, frames and Clicker and visual supports to enhance the adapted provision.

Throughout all lessons, the key vocabulary is being used and children are reminded of their meanings and given opportunities to use the vocabulary as they produce their work. The most important knowledge and skills needed by all learners is prioritised for our SEND learners, to ensure that they are given the opportunity to access the most appropriate and important elements of the History curriculum.

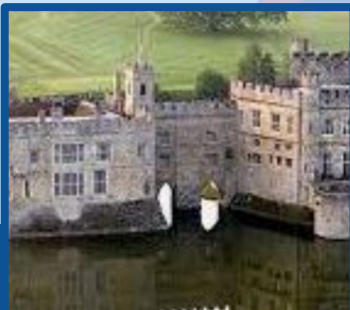


# Enrichment Activities

In History, we aim to provide opportunities for children to explore their learning in a more practical way. Some History enrichment activities at Westlands Primary include

- Educational visits to museums, or sites of historical interest
- In school workshops around historical periods
- Year group themed days to immerse children in learning activities around the studied historical period
- Artefact boxes

Enrichment activities often see high levels of pupil engagement in the subject and lead to high quality outcomes, as well as providing valuable and memorable experiences.



History

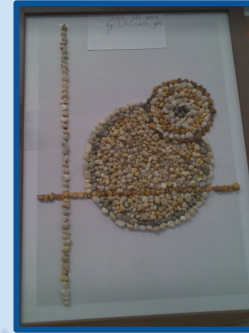
Westlands Primary School

# Impact

At Westlands Primary we measure children's progression in History against the core curriculum skills and objectives for each year group.

This will be evidenced through:

- 'Express' end point assessments for KRPs
- Completed displays of children's work
- Photographs
- Evidence in books
- Learning walks



# National Curriculum

## National Curriculum Expectations

### Key Stage 1 pupils should be taught to:

- Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements.
- Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality.



# National Curriculum

## Key Stage 1 pupils should be taught to:

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. 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 should 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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.



# National Curriculum

## National Curriculum Expectations

### Key Stage 2 pupils should be taught to:

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. 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 should 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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.



# National Curriculum

## National Curriculum Expectations

### Key Stage 2 pupils should be taught:

Continued...

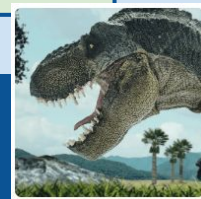
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China  
Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.



# Assessment

Our History curriculum offers high quality and well planned lessons, which are progressive in nature. History questioning helps pupils to gain a coherent knowledge and understanding of the world and its people. Schemes of work explicitly set out the essential knowledge and disciplinary skills of History to be taught. By introducing children to conceptual themes, we are able to assess children's understanding of History. It also helps us identify areas in which we need to encourage deeper learning. Through our curriculum, pupils learn to think critically and ask perceptive questions. In order to ensure our aims and intent have been met, we scrutinise what children have learnt through:

- Assessing children's knowledge of key component learning as set out within schemes of work.
- End point assessments - identifying and analysing the quality of children's explanation of the key ideas and knowledge in each Knowledge Rich Project with an end of unit assessment - known as 'Express'.
- Assessing children's understanding of topic linked vocabulary.
- Interviewing the pupils about their learning (pupil voice conversations).
- Moderation and scrutiny of pupil's books and professional dialogue between teachers to assess the quality of children's learning.
- Sharing good practice in staff meetings
- Marking of written work in books against the school's marking policy



# Impact

At Westlands Primary we measure children's progression in History against the core curriculum skills, knowledge and objectives for each year group.

This will be evidenced through:

- 'Express' end point assessments for KRPs
- Completed displays of children's work
- Photographs
- Evidence in books and Floor Books
- Learning walks
- Pupil Conferencing
- Pupil Voice

