

### Rationale

At Wybunbury Delves we aim to *'light the spark for a love of learning and of life'* and believe History is a subject which offers the very best opportunities to achieve this. **We adapt the SPARK approach to learning** to foster and maintain children's curiosity in the world around them.

### Curriculum Intent

Our past is of crucial importance because we cannot know who we are today without knowing where we came from yesterday; History allows us to do this. At Wybunbury Delves, we want our children to develop a curiosity about the past which will allow them to find out who they are as individuals, who they are as part of a society and who they are as part of the human race; a species that has lived and evolved on planet Earth for thousands of years.

We want our children to understand that History is all about people, cultures and places of the past, how we know about them and what we can learn from them. Our children will be given the opportunity to develop a coherent knowledge and understanding of Britain's past and that of the wider world. At Wybunbury, children gain the skills they need to effectively inquire about the past and how it has shaped modern Britain. They are taught to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

### The aims of History in our school are:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day
  - How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world:
  - The nature of ancient civilisations
  - The expansion and dissolution of empires
  - Characteristic features of past non-European societies
  - Achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as:
  - continuity and change, cause and consequence, similarity, difference and significance
  - and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between
  - local, regional, national and international history
  - cultural, economic, military, political, religious and social history
  - short- and long-term timescales.

### Curriculum Implementation

Our carefully crafted curriculum balances the national expectations and an all-encompassing range of experiences allowing our children to flourish. Clear strategic planning allows the curriculum to be dynamic and adapt to the context of the school and children's needs. Age related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child. The curriculum has high expectations to combine transferable skills, demonstrate a breadth of vocabulary and develop strong cross curricular links. Inviting classroom environments and resources stimulate and engage quality thinking and reasoning

### Curriculum & School Organisation

#### EYFS

EYFS Statutory Educational Programme states that for children in Early Years the focus should be on understanding the world which involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with

words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

## Y1-Y6

The national curriculum is followed and medium term planning is incorporated into termly holistic plans. Planning for learning and a sample of learning outcomes can be evidenced through staff planning documentation, smart board files, website news, children's books and SeeSaw evidence. We aim to teach History as part of a broad and balanced curriculum. We seek every opportunity to develop History with cross curricular links to Maths, English, Computing and Design and Technology and any other subject when suitable. See the 'History Subject Overview Table' for further detail.

### Teaching and learning style

History teaching at Wyburnbury Delves focuses on maintaining curiosity. In every series of lessons, we aim to give children opportunities to ask questions about the past and use primary and secondary sources to find answers. When appropriate, the teacher must also ensure children understand the reliability of the sources they are using and take into consideration the possibility of bias.

History is often tailored to meet the term's theme and the class' 'Spotlight' area. However, where links might be considered tenuous, it is taught as a discrete subject. Where work is cross curricular, children may experience History through:

- Enquiry based research
- Use of data – statistics, graphs, pictures and photographs
- Computing to gather research or present information
- Role play
- Problem solving
- Outdoor education and visits
- English and Maths lessons
- Links to other subjects
- Current affairs

### Equality and Inclusion

All pupils regardless of gender, cultural heritage, race, colour, nationality, ethnic origin, religion or special needs, will be given the opportunity to experience and acquire skills according to the National Curriculum. We believe that we should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Setting suitable learning challenges.
- Structuring activities so all are fully involved. For instance, all children must have a 'job/role' within an activity to ensure everyone takes part and is involved.
- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a lesson for the whole class to perform a role play, share their ideas or work with the class.
- Recognising the need to extend and provide a greater challenge for more able pupils.

### Curriculum enhancement opportunities

School visits with links to history, visitors to school, history experiences during theme days and whole school projects all provide further opportunities to participate in history. Spot light on History days include Remembrance Day and St. George's Day.

### Curriculum Impact

We use monitoring throughout the year to gauge the impact of the curriculum design. Monitoring the standard of children's work and the quality of teaching in History is the responsibility of the History Subject Leader. The History Subject Leader monitors the subject by doing the following: reviewing learning, evaluating pupil voice, inviting in a 'Critical Friend', providing individual feedback to move practice forward, celebrating positives and highlighting areas of development. Our whole school team strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps; the History Subject Leader is responsible for supporting colleagues in the teaching of History, informing staff of

developments in the subject and for providing a strategic lead and direction for the subject in the school. The History Subject Leader provides an annual curriculum review and feedback form which will be shared with Governors at the annual Curriculum meeting.

With regards to assessment, we currently assess children's learning at the end of a series of lessons through the class teacher's judgments, AfL and an assessment task (where appropriate). The evidence for this can be found in the children's history books or on SeeSaw. The class teacher reviews this information annually as does the History Subject Leader to review the impact of the curriculum design.

### **Curriculum Risk Assessment**

Staff are asked to use professional judgment with regard to pupil safety in individual lessons. Where it is deemed necessary, individual lesson risk assessments will be completed. The pro forma for this is in the Subject Leader folder on the t:drive.

### **Links with other subjects**

We seek every opportunity to develop history with cross curricular links to all areas of the curriculum when appropriate.

*Reviewed by Lorna Pennance September 2024*