

# HISTORY AT WILLAND SCHOOL

## INTENT

At Willand School, we aim to ignite children's curiosity about people, places and events in the past, teaching them the skills, knowledge and understanding they need to become young historians.

History units are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Willand School is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum 2014, the curriculum at Willand aims to ensure that all pupils:

- gain a coherent knowledge and understanding of our local area, Britain's past and that of the wider world, including significant people, which helps to stimulate pupils' curiosity to know more about the past;
- discover links and connections to the history they learn;
- benefit from an enquiry led approach and are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement including political, economic, technological, scientific, social, religious, and cultural points of view;
- begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time;
- gain, develop and deploy a historically grounded understanding of key vocabulary such as 'empire', 'civilisation', 'parliament', 'migration', 'trade' and 'prejudice'.

## IMPLEMENTATION

The curriculum is led and overseen by the history lead as part of our humanities team. As history lead, a regular programme of monitoring, evaluation and review and the celebration of good practice will contribute to the ongoing commitment to continuous improvement. The history lead is available for planning support if required by teachers.

History is taught in blocks throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped from the Early Years through to the end of Year 6 to ensure progression between year groups throughout the school.

We follow the National Curriculum and plan the units of enquiry around a 'Big Question', which enables teachers to continually assess and review children's learning; adapting and modifying lessons where required. Children are given the opportunity to answer the Big Question in a range of ways to

further consolidate their knowledge, skills and understanding of a person, place or event studied and they are encouraged to make links and connections between people, places or eras in the past. Work in history is differentiated. This may be by task, through the level of support or by outcome.

We promote opportunities to apply mathematical concepts, such as the language connected to the passing of time through children's work in history and encourage opportunities in English, geography, PSHE or art for children to demonstrate their knowledge and understanding in history. Cross curricular outcomes in history are specifically planned for and the school's own context is also considered, with opportunities for visits to places of historical interest. Learning outside the classroom are also identified and embedded in practice. Visits to the local area, including Tiverton Museum, ignite a love of history. The use of local artefacts, maps and photographs, also support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills.

Throughout a topic, key vocabulary is introduced and revisited regularly to develop language acquisition. Big concepts such as empire, migration, trade, prejudice and dissent are explored, developed and embedded within our history curriculum.

Before each unit of work teachers establish the pupils' level of knowledge, understanding and skills. Teachers do this by providing children with big questions that lead to discussion, or concept mapping. These assessments are used to refine planning so that activities are suitably challenging. At the end of each unit of work, all pupils are expected to answer the big question. This may be done verbally. Teachers use Insight to record assessments of children's knowledge and understanding. Summative assessments are completed at the end of the academic year and reported to parents in the end of year report.

Feedback is given on children's learning in line with our feedback policy. Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome and those who may be ready for greater stretch and challenge through planned questioning or additional activities.

## IMPACT

As children progress through Willand School, they will:

- show confidence and enthusiasm as historians;
- make connections between people, places and events in the past and reflect on what is different, what is the same and how it may have impacted on life today;
- understand that different sources give us information about the past and that the same event can be interpreted in different ways;
- gain an increasingly secure chronology of the British Isles and other periods within the wider world;
- use an ambitious historical vocabulary to explain events, how people lived or the impact of significant individuals;
- use a critical and analytical approach to answering the big questions posed;
- explain how visits, visitors and workshops have helped develop their understanding;

- independently suggest ways to conduct further research;
- apply skills used in history to other curriculum areas;
- take pride in their work.

Our history lead is: Emma Phillips

Our history governor is: Richard Carswell