Willow Fields Primary School

History Curriculum Statement

Intent

History has always been held in high regard at Willow Fields Primary School. The history curriculum at Willow Fields Primary School makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality.
Topics 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 Willow Fields Primary 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.

Implementation

History is taught in blocks throughout the year, so that children achieve depth in their learning. The curriculum identifies the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives.

In line with the national curriculum 2014, the curriculum at Willow Fields Primary School aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- 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.

Cross curricular outcomes in history are specifically planned for, with reading and writing embedded into history lessons. The local area is also fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area.
The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS'

guidance which aims for all children in reception to have an ‘Understanding of the World; people and communities, the world and technology’ by the end of the academic year.

Impact

Outcomes in topic books, evidence a broad and balanced history curriculum and demonstrate the children’s acquisition of identified key knowledge. Children answer a fertile question at the end of each unit of work to demonstrate to their teacher their understanding of the topic. Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world and are curious to know more about the past. Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Children also learn the possibilities for careers in the history field, as a result of our participation in the North East LEP Careers pilot, ensuring that children have access to positive role models within the field of history and culture from the immediate and wider local community.