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| cid:image001.jpg@01D52676.AC481820Worth Valley Primary SchoolIntent, Implementation and Impact  |
| **History** |
| **Intent**Our history curriculum is designed to engage and inspire all pupils to develop a love of history andto develop an understanding of Britain’s past and that of the wider world. Our curriculum will inspire pupils’ curiosity to know more about the past and develop the skills needed to be ‘young historians’ and to help them understand how events in history have shaped the world today. Our history teaching will enable pupils to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. The study of history will allow pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. Pupils will be given opportunities to participate in activities and visits in order to provide first-hand experiences for pupils to support and develop their learning as historians and their historical experiences. Our ambition is that our pupils will have a knowledge and understanding of:* A sense of time – with a coherent, chronological understanding
* Cause and consequence
* Continuity and change
* Historical interpretation
* Historical context
* Appreciating diversity including the nature of the British Isles

As the National Curriculum states, pupils will be encouraged to developed key historical vocabulary and abstract terms such as ‘civilisation’ and ‘empire’ and will be supported using knowledge organisers in the acquisition of key historical vocabulary. Our history study aims to help pupils gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales |
| **Implementation**Our long term plan outlines how units are taught progressively with regards to the level skills, knowledge and understanding. Within EYFS and KS1, pupils explore a range of significant events, individuals and changes within living memory as an introduction to the abstract nature of historical chronology. Once pupils’ reach KS2, History is taught in a chronological sequence. Our teaching equips pupils with the ability to place periods of time within a wider timeline, understand the methods of historical enquiry and be able to ask and answer questions through analysing a range of sources. Pupils will learn about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past.As a hook for learning, we ensure that topic-related music is played at the start of each history lesson to embed the time period being learnt and to put the time period within context. This not only broadens cultural capital but also creates cross-curricular link to promote enthusiasm. We also begin each lesson with a chronology task, ensuring children can place the unit within a broader timeline. This incorporates topics learnt within previous year groups alongside additional periods of time that might link to the topic being learnt. At Worth Valley, the history curriculum is designed around the intended impact we hope to have upon pupils’ skills and understanding. We use a progressive, enquiry-led curriculum and ensure our units are planned to include specific key questions which are focussed upon each lesson.At Worth Valley, the topics are delivered termly however, where suitable, units are also interweaved into other subjects across the curriculum. |
| **Impact**Our history curriculum at Worth Valley Primary School aims to equip pupils with the historical skills and knowledge needed to continue their lifelong journey of understanding the past. Carefully planned tasks allow for formative and summative assessment learning opportunities and allow children to discuss and demonstrate what they know. The curriculum ensures that children gain curiosity, have the confidence to question what we already know and can elaborate on all of the knowledge that they acquire throughout the teaching sequence. As a result, we are able to set pupils up for success beyond the walls of Worth Valley Primary School. |