



History Rationale

Intent

At Wallop Primary School, it is our intent that History in our curriculum will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and the impact on life today and at the same time - inspire a 'curiosity and fascination' about the past that will last.

We use the National Curriculum Programme of Study to guide us on the learning content and focus for our knowledge statements and key questions. These core threads of knowledge explore the following:

- Monarchy and power

This core thread was chosen because our country has a monarchy, we felt this important as during the children's lives they have experienced a change in monarch. Furthermore, we feel the children are then able to timeline changes in monarchy while exploring the History of Britain. It allows opportunities for comparison when learning about other civilisations where there is no monarch but individuals who hold power.

- Religion and belief

This core thread was chosen to allow cross curricular links to Religious Education to be included frequently throughout our learning opportunities. In addition, it links closely with the National Curriculum, taking into account early Christianity and Christian conversion as well as the early Islamic civilisation. It further allows chance of comparison of religion and belief between time periods not only in Britain but across the wider world.

- Flight and conflict

This core thread was chosen due to the schools high percentage of children from military households, over 60%. With our close links to the Army Flying Centre and regular visits, we felt it necessary for the children to have strong understanding of their local history, especially when in present it affects many of their everyday lives.

From EYFS to Key Stage One, we enable children to acquire an understanding of time, events, and key figures in their past and their parents' living memory. In Key Stage Two, the intent is a wide range of topics adding to an increasingly detailed timeline so that children can develop a sense of chronology and wider world understanding. Historical skills, vocabulary and concepts (such as change; continuity; interpretations; cause and effect; evidence; similarity and difference; and significance) build progressively as the children move along their learning journey.

Implementation

Our History curriculum is delivered through weekly discrete lessons, in alternating half term cycles. Our curriculum topics have been established across all classes which provide coverage in line with the National Curriculum programme of study. Where possible cross-curricular links are included for research or for presentation of knowledge.



Historical knowledge and enquiry skills are taught progressively following core knowledge statements and progression of skills which consist of three core areas: monarchy and power, religion and belief and flight and conflict. Alongside this, areas of History (British and worldwide) are explored during whole school Assemblies.

At Wallop Primary School, History lessons begin by reviewing prior learning to support children in their recall of the core knowledge for that unit. Misconceptions are able to be addressed before moving onto new learning. Mostly History units link closely with our topic themes and historical elements may be included in 'hook' lessons at the start of each term. Key areas of knowledge follow our core knowledge statements. These are then taught and explored across a series of lessons, where in which key knowledge is broken down into small chunks, through the use of artefacts, videos and research. Tasks are set to allow the children opportunities to explore new knowledge and these are presented in a range of ways, some written, some verbally and others physically. Scaffolding is provided to support children who require additional support to achieve the learning outcomes. Alongside this, tasks are extended to provide appropriate challenge and support to those children who need it.

Children will be assessed at the beginning of the sequence of lessons to establish existing knowledge, through introducing a specific key knowledge question. Through recall at the start of each lesson, misconceptions are able to be identified and addressed before children progress and build new knowledge. This allows all children the opportunity to demonstrate any connected knowledge held in the long term memory. Assessment is usually formative, with children being expected to present newly acquired skills and knowledge in a variety of ways (e.g. verbal, graphical, and textual) appropriate to age and ability. At the end of each unit learnt, children will have the opportunity to answer the specific key knowledge question, throughout their answer children will be able to include the key knowledge facts they now hold. This can then be used as an assessment by the teacher and subject lead to know the children have understood and retained key knowledge facts. Further recalls take place throughout the academic year in order to fully embed knowledge into the children's long-term memory.

In EYFS History is taught through the curriculum areas understanding the world, past and present, comparing themselves to others from before, looking closely at their family and community. Other opportunities exist such as exploring non-fiction books (for example space travel) and traditional tales new and old.

Impact

Children will be confident Historians who have an understanding of how the past has influenced life today, being able to build a secure knowledge and understanding of our core threads of monarchy and power, religion and belief and flight and conflict. They will be able to understand chronology and interpret timelines. They will be able to discuss key figures throughout History and the impact they have had on the world as well as being able to use enquiry through a range of sources.