



Whitchurch Primary School

History Implementation

At Whitchurch, we organise the teaching of history curriculum through unit foci which are delivered to the 3 phases within the school in their school year groups from R-6.

All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

Foundation Stage:

In Willow Class, as part of the Early Years Foundation Stage (EYFS), children's work will be related to 'Knowledge and Understanding of the world' as set out in the Early Learning Goals. The children learn about aspects of History through topics such as: All About Me- where children learn about changes within their living memory and technological changes through the study of space and moon landings. Shared texts are chosen to highlight the passing of time and the teacher and TA will teach how aspects of the school and local area have changed over time. These early experiences are planned to feed into learning experiences in years 1 and 2.

Key Stage 1:

Building upon their experiences in the Foundation Stage, pupils should develop an awareness of the past, using a wider and more 'subject specific' vocabulary, including the common words and phrases relating to the passing of time, and become familiar with the concepts of BC(E)

- 'Before Christ' or 'Before Common Era' And AD(CE) - 'Anno Domini' or 'common era' - as well as the concept of pre-history.

They should know where the people and events they study fit within a chronological framework and identify some similarities and differences between ways of life in different periods. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Pupils will follow a cross-curricular approach developing their understanding of the subject in an integrated way.

Key Stage 2:

During their time in the upper school pupils will build upon learning begun in the lower school and continue to follow an integrated, cross-curricular approach. Pupils will continue to develop a chronologically secure knowledge and understanding of local, British and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will have the opportunity to construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and that historians should question the validity of sources of evidence.

Across their time at Whitchurch, children will not be limited by their individual needs. Planning will ensure that the subject material and support is accessible to all abilities in order for every child to develop their skills and understanding at a level suitable to their stage of development.

Planning: Teaching & Learning Rationale

In developing our curriculum, we have balanced our statutory commitments with our professional understanding of the subject's power to develop learning. We also took into account the needs of our children and have been informed by the expectations of parents and governors as well as the views of the children in the school.

During the planning process of our History Curriculum it was clear that chronology was a key area for development, both in terms of children's understanding and other stakeholder's expectations. As a direct result, within each school year, the historical focus for each term is taught in (as far as possible) chronological order. Although we have tried to plan for this, it is not completely possible to ensure that every aspect of learning is taught chronologically - as it makes sense not to teach all ancient civilisations to one year group, for instance, we teach the Roman Empire in year 3 and Anglo Saxons, Vikings and Norman invaders in year 4 - in the order their invasions of Britain occurred; and the Egyptian civilization is taught before the Ancient Greeks. To further develop a better understanding of chronology, the school has developed a walking timeline around the school grounds that is (chronologically) easy to understand as the distance scale used for the timeline is directly related to time (years of history), so the children get a better concept of 'how close' or 'far away' certain events were in historical terms both to today, and in relation to the events/eras themselves.

It is important for us to give the children a good understanding of local, national and world history, which reflects the people and peoples who created that history. Teachers, parents and governors were keen that we made explicit references to black and ethnic minority historical figures as we are conscious of the nature of our school's ethnic makeup. Figures such as Mary Seacole, Catherine Johnson and Walter Tull are studied in context, and although we acknowledge Black History Month, we ensure that this is not the only time of the year children learn about significant historical individuals of colour.

We do not follow any particular published scheme as we prefer to tailor our lessons to the needs of the children, although we will use resources from video hosts, commercial books and websites to enhance the

learning experience and use the internet to allow children to pursue individual research at times.

Living Learning

We feel it is of vital importance for the children to *live* their learning as far as possible and we create opportunities for this to happen across the school from days out and visitors to residential visit centres, such as: evacuating the children from the local train station when learning about WW2, visiting Reading and Oxford museums, Windsor & Oxford castles and ancient sites in England such as Avebury stone circle, visiting centres which host historical 're-enactment' days for the children (Hooke Court) and inviting visitors to talk about local history, the Ancient Greeks and the Vikings.

In the Classroom

Subject specific vocabulary is displayed along with key facts and questions, as well as information and key knowledge about the topic in stimulus displays of the work being taught.

Assessment and Review

Learning is regularly reviewed (usually through the use of Google Forms quizzes), after a period of forgetting, so that teachers can check whether information has been retained. History assessment is ongoing throughout the relevant cross-curricular themes to inform teachers with their planning lesson activities and differentiation. Summative assessment is completed at the end of each topic where history objectives have been covered; an objective tracker is used to inform leaders of school improvements or skills that need to be further enhanced.