



History at Waverley Primary

At Waverley, our history curriculum has been carefully designed to immerse our children in thought-provoking topics that will ignite their curiosity about the past. It will give them a broad understanding of some of the most important people, events and civilisations that have shaped history. We have designed our curriculum to ensure the children receive a deep understanding of local history knowledge. We aim to excite and motivate children at Waverley to learn about their place in history and help them make sense of the world they live in today.

Intent

Early Years

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in Reception and Nursery to develop an 'Understanding of the World'. Learning objectives for history in EYFS come from the 'Past and Present' section of Understanding the World. Teacher guided sessions allow for further learning where by multiple opportunities to explore, observe and discuss are created. The children's learning and progress is evidenced through their Learning Journey on our 2Simple Programme.

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. 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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. Pupils should be taught about:

- changes within living memory, where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- significant historical events, people and places in their own locality.

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local 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 should 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. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview

and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Implementation

History is taught as a single subject; however, links are made to all areas of the curriculum too. In lessons the children will learn new knowledge about people, places and events as well as building upon Historical Skills of 'thinking like a historian'. At Waverley, we place a high value on revisiting key knowledge and key concepts. By revisiting these at the beginning of lessons, we aim to ensure their learning is embedded. History at Waverley Primary is taught in blocks throughout the year, so that children can achieve a depth in their learning. Teachers have identified the key knowledge, and highlighted the disciplinary and substantive skills of each blocked topic to ensure progression is evidenced, throughout each year group and across the whole school.

At Waverley, we support our SEND pupils in this subject by pre-teaching subject specific vocabulary where appropriate and scaffolding learning. We use word banks, visual aids, templates and differentiated activities to ensure all pupils make progress in history.

We aim to provide the children with as much practical experiences as we can. Through educational visits the children will have the opportunity to experience what it was like in the past through experiences at museums and other historical sights.

Impact

Outcomes are recorded in history books and evidence a broad and balanced history curriculum which demonstrate the children's key knowledge and skills. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas for future lessons.

As children progress through the school they develop a deep subject knowledge, understanding an appreciation of the periods of time and significant people they have studied. The children show an awareness of the historical concepts they have been taught.

Role of the Subject Leader

The subject leader's responsibilities are:

- To ensure quality first teaching of the subject
- to ensure a full range of relevant and effective resources are available to enhance and support learning
- to model the teaching standards and expectations of history
- to ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study
- to monitor books, speak with children alongside their books and ensure that key knowledge is evidenced in outcomes and to ensure knowledge is embedded
- to ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- to review and amend current systems to ensure high standards are maintained across the subject.