

## **Intent**

At St Weonards Academy, our History curriculum is designed to ignite children's curiosity and fascination about the world and its people, both now and in the past, through a subject specific approach and hands on experience wherever this is possible. Our curriculum aims to fulfil the requirements of the National Curriculum by providing a broad and balanced curriculum. Our pupils will gain and deploy a range of historical vocabulary, which they will feel confident in applying to other aspects of the curriculum.

We are determined that alongside historical knowledge there will be an emphasis on the development of specific historical skills. The teaching of History is intended to equip pupils, as historians, to ask pertinent questions about the past, analyse evidence, think critically, appreciate different perspectives, and develop informed judgements. This includes allowing pupils to differentiate between source types and explain how and why interpretations in History may differ. These are the skills and areas of knowledge we believe are important life skills. Our pupils will be taught to understand how Britain has influenced and been influenced by the wider world. By doing this our children will have a coherent and chronological knowledge from the earliest times to the present day. Our History curriculum is intended to help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups.

## **Implementation**

Pupils at St Weonards Academy are taught History in blocks throughout the year, following the National Curriculum, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each period of history and consideration has been given to ensure progression throughout each key stage 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, although we recognise that we cannot teach in chronological order due to our rolling programmes in both KS1 and KS2. This will also be achieved with reference to a class timeline which will build upon prior knowledge. The children are also provided with opportunities to ask questions about events and are provided with time for them to research the answers using a range of resources.

The children are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians. Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and English lessons enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the National Curriculum.

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 monitored to ensure that they reflect a sound understanding of the key identified knowledge. Teachers are provided with opportunities to work collectively to plan their curriculum ensuring a shared commitment to maintaining high standards and expectations.

## **Impact**

Our aim for all pupils is that they will achieve their key end points at the end of each stage (EYFS, KS1, KS2). In addition, pupils will become increasingly aware of how historical events have shaped the world that they currently live in and awareness of chronology. All pupils will develop enquiry skills to pursue their own interests within a topic and further questioning. Where possible, children will be given the opportunity to visit historical sites as part of our school trips. We strive for all our pupils to retain prior learning through the use of retrieval-based activities as well as high quality teaching. Pupils will make connections between what they have previously learned and what they are currently learning.