



Wellington Area Rural Federation



HISTORY

At our small rural schools, we intend, through our History Curriculum, to inspire in pupils a curiosity and fascination about Britain's past and that of the wider world. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem solving. We believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. Our history curriculum is enquiry based and knowledge rich. We intend to develop children's knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past. Children are given the opportunity to develop the ability to think critically about history and communicate ideas confidently to a range of audiences, giving them a respect for historical evidence and the ability to make critical use of it to support their learning.

INTENT



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IMPLEMENTATION

Our small rural schools are made up of Mixed Age Classes.

Sampford

Class One is Reception, Years 1 and 2.

Class Two is Years 3, 4, 5 and 6

Stawley

Class One is Reception and Year 1

Class Two is Years 2 and 3

Class Three is Years 4, 5 and 6

In Key Stage One and Two, children are taught the subject of History through the guidance of the National Curriculum 2014 covering Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events and People in the Past; Presenting, Organising and Communicating; Substantive Concepts and Historical Vocabulary; Continuity and Change; Cause and Consequence; Similarities and Differences; Historical Significance.

History is planned for using our Long Term Curriculum Plans where possible links are made between subjects. Please refer to our Long Term Curriculum Planning.

Units of work are delivered both practically and visually as well as through recorded written work. History is also delivered and steered through the use of English lessons, providing rich opportunities to embed, apply and remember important skills linked within both subjects.

We inspire children's curiosity to know more about the past by planning and delivering interesting and thought-provoking topics and activities. Lessons are planned effectively to consider children's prior learning and current assessment and are appropriately differentiated so that all children can make outstanding progress. These lessons and experiences equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. We use local and national resources, including museums, historical sites and people of interest to help enable children to envisage the past. We demonstrate and encourage children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. By working sequentially, in a chronological order – as well as possible within a two-year rolling plan – we help children understand the complexity of people's lives, the process of change, diversity of societies and relationships between different groups as well as their own identity and the challenges of their time. Themes such as 'achievement', 'significance' and 'legacy' are woven throughout the curriculum to allow for detailed, in depth comparisons between events to promote critical thinking about continuity and change. Through effective, cumulative formative and summative assessment and monitoring of progress, we extend children's learning both within individual lessons and over time. By the end of their time in our school, our children have an enthusiasm for seeking historical evidence, understand the methods of historical enquiry, how evidence is used rigorously to make historical claims and to question such claims. Children retain key knowledge and facts through effective use of resources (including technology and online learning), inviting local guests into school to talk about their particular experience of historical and local events as well as experts in various historical fields. We plan exciting educational visits to reinforce classroom learning and help our children experience real-life history!



IMPACT

Through careful planning and delivery, children remember key facts and concepts while developing an ongoing interest in history. They be inquisitive and ask their own questions about history while at the same time questioning current thinking. They understand the unique history of the area and their own part in it while also developing a sense of global citizenship by understanding how the world has been shaped by historical actions and ways of thinking. Children understand history as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. They gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation' and 'parliament'. Children understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. They also understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.