



Woodfield Primary School

History Rationale

Intent	<p>At Woodfield Primary and Nursery School, History is taught with the intent of building a strong historical knowledge base for each pupil, which progresses from EYFS to Year 6. Pupils will use their increasing knowledge and understanding of history to question, enquire, compare and contrast an increasing range of historical times. We provide all pupils with a grounding in core disciplinary and procedural knowledge, and the ability to approach challenging, historically-valid questions, giving them the ability to learn how to think, read and write like a historian.</p> <p>We provide opportunities for all pupils to see themselves reflected in the curriculum, but also to be taken beyond their own experiences. Our history curriculum teaches pupils about the history of Britain and civilisations from across the world, and always incorporates the experiences - positive and negative - of ethnic minorities in the history of Britain.</p> <p>At our school, we aim to develop an excitement for history, which inspires a curiosity to learn more about the past. Furthermore, we aim to develop a deep understanding of why we (our local, national and worldwide community) are here, where we have come from and how we got to this point, so that children can look to their own future with a strong foundation of knowledge and historical learning.</p>
Implementation	<p>In EYFS, History is taught through the 'Understanding the world' ELG entitled 'Past and Present' where children talk about members of their immediate family and community using pictures, stories, artefacts and accounts from the past.</p> <p>In Key Stage One, children are taught to understand that the world around them is always changing. They will develop an understanding of 'change' through time, and how this change impacts their life.</p> <p>In Key Stage Two, this understanding can be used as a foundation to build understanding of other communities throughout history, with learning always looking back at the impact on ourselves - it's legacy.</p> <p>Our curriculum meets the aims of the National Curriculum and has been developed collaboratively at academy-trust level to identify the key substantive and disciplinary knowledge. Lesson outcomes are specifically designed to allow teachers at our school to plan bespoke history lessons around our children and their needs and interests which build a deep understanding of chronology. The planning is further developed through the inclusion of knowledge and skills which are bespoke for our community. Within this we aim to make links with our Woodfield Core Values where appropriate, such as courage, co-operation and respect. The Trivium approach will be used to plan engaging lessons, beginning by children exploring the key subject knowledge of an area of history before applying this knowledge to think more deeply. They will use a range of methods to help knowledge stick, with a particular focus on the use of knowledge and graphic organisers. They will demonstrate and facilitate discussions, thoughts and ideas which use this historical knowledge to understand new historical concepts. Teachers will facilitate opportunities for children to make links between different events and time periods and link them to our school and locality. For example, the impact of Sir Francis Drake on the city of Plymouth.</p>

	<p>Children will be able to use an ever-increasing breadth of historical knowledge to understand new history concepts. Pupils will be assessed on how well they can use their disciplinary and substantive knowledge and understanding of their learning using Trivium assessment questions. They will be confident when discussing difficult contexts such as empire, conflict and economy. These give teachers an understanding of the knowledge that pupils can recall at the end of the unit, and can be used to identify any remaining gaps to be filled. As our children progress through the school, the impact of this development of knowledge will be that our oldest children will have built themselves a knowledge bank which will allow them to understand why they are here right now, by knowing what has come before them. They will understand the journey that their society has been on through time and will be able to use examples of knowledge in discussions. Our most able Historians will be able to create a wide range of outcomes using their historical knowledge and understanding.</p>
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