

Intent

Our history curriculum is designed with our children at its centre. We want our children to develop their:

Knowledge

Our curriculum is founded upon five key composites: Empire, Trade, Democracy, Society and Conflict. Through our curriculum, these composites are revisited allowing children to gain coherent knowledge and understanding of how these five composites have shaped Britain's past and that of the wider world and begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Skills

At Walkeringham Primary School, our history curriculum enables children to become enquiry-based learners. Through a hands-on, challenging curriculum our aim is to encourage pupils to be *curious* by asking perceptive questions, be *resilient* by thinking critically, to be *independent* and *truthful* by weighing evidence and sifting arguments and be *responsible and respectful* by developing perspective and judgement.

Implementation

At Walkeringham we use 'Learning Challenge Curriculum' by Focus Education to ensure full history curriculum coverage. Our curriculum is child focused requiring deep thinking. All pupils are encouraged to work using a question as the starting point, considering different perspectives and possibilities to explore. Learning builds upon prior knowledge; scaffolded support ensures previous learning is remembered and strong connections and formed.

Memorable knowledge and skills have been identified for each unit to provide progressive acquisition of knowledge. This is supported by the use of 'sticky knowledge' and 'key vocabulary' which are displayed on subject specific knowledge mats. This enables children to readily apply knowledge and vocabulary to their written and verbal communication of historical skills. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to present day and an understanding of the chronological history of some aspects of the wider world.

Impact

- Children are confident using and explaining subject specific historical vocabulary
- There is a clear progression of children's work and teachers' expectations
- Children complete pre learning knowledge assessments to highlight prior learning and address any misconceptions
- Children will become increasingly critical and analytical within their thinking; making informed and balanced judgements based on their knowledge of the past
- Children will become increasingly aware of how historical events have shaped the world that they currently live in
- Children retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning



- Assessment (written and quiz based) and monitoring show standards in History are high and match standards in other subject areas

