



## History

### Intent

At the Wye Forest Federation, we hold our vision, Love, Learn Live close to our hearts and we aim to create a history curriculum that develops learners' historical skills, understanding of concepts and knowledge. All these disciplines are carefully blended in planning and teaching, recognising that they are equally important to ensure a broad and balanced curriculum.

We want our children to love History and through our curriculum, we strive to inspire pupils' curiosity about the past. Our curriculum provides children with opportunities to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills to be taught in a sequentially coherent way. Chronological awareness; Disciplinary concepts and Historical enquiry are all mapped out to ensure that pupils build on secure prior knowledge.

We believe that teaching History in this way is important in broadening children's horizons, challenging preconceived ideas, developing a sense of **respect** and **compassion** towards other cultures, building **resilience** and **courage** and developing life skills in order to prepare them for secondary school and beyond.

### Implementation

At the Wye Forest Federation, we promote a love of history and celebrate learning. We have high expectations and through quality lessons believe all children can achieve their best in history working independently or collaboratively.

### Teaching & Learning

- History in the Wye Forest Federation is taught in blocks through a mix of one, two, three and four year rolling programmes depending on class and school, so that children achieve width and depth in their learning.
- The schools use a detailed history **curriculum map** illustrating the topics taught across our classes. This curriculum map contains a big question, which links to our school values, which teachers can use to organise each unit around or as an independent investigation.
- History lessons and our curriculum map uses Kapow Learning scheme as a base and then teachers adapt lessons as needed based on this.
- History is taught discretely across our classes and differentiated based on our **progression of skills map**, which lays out our skills from Nursery to Year 6.

- Teachers use **knowledge organisers** documents to help them identify the key information that children need to learn for each topic and to help support teachers subject knowledge. These contain new vocabulary, new knowledge, intended outcomes, trip opportunities, extension opportunities and opportunities for spirituality or courageous advocacy.
- Lessons are active and practical, when possible and appropriate.
- We build in pupils a sense of historical enquiry from which learning will grow over a sequence of lessons. As they become more confident, pupils will raise their own enquiry questions and consider ways to tackle them.
- We include objectives that build knowledge of people, events, situations and developments.
- We develop an understanding of chronology and historical terms.
- We use evidence and artefacts that allows pupils to develop their understanding of interpretation, cause, change, similarity, difference and significance.
- We provide opportunities for pupils to communicate findings and decide how to organise and present their ideas effectively.
- We include opportunities for enriching learning at significant local and regional historical landmarks.
- Cross-curricular links will be made where possible and is conducive to learning.
- Misconceptions in books are addressed in line with the school mark scheme or through a consolidation question.
- The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.
- History is not taught discretely unless through a focused lesson and is instead weaved into their day as they direct their learning.
- As part of this, the skills progression map includes a section for EYFS and is designed to start helping children develop skills used in Year 1 and beyond. These skills coverage are then mapped out in the EYFS Long Term Plan.

### Assessment

- Children are assessed against progression of skills map using a 'best fit' approach.
- We assess skills predominantly using formative assessments.
- We assess each history topic based on our progression of skills map and put assessment information on INSIGHT.
- We use end of unit quizzes provided by Kapow to assess knowledge pupils have retained. This is then recorded on insight to help identify gaps.
- Work scrutiny ensures progress is monitored within classes and year groups.

### Impact

A cumulative approach to historical learning will help to give pupils a chronological framework which enriches historical language and pupils' understanding of key concepts and skills. This will develop later learning, not just in history but also across the curriculum. By the time pupils leave the Wye Forest Federation in Year Six they will have a coherent knowledge and understanding of Britain's past and that of the wider world and should:

- have knowledge and understanding of some of the significant people, events, and periods from the history of their locality, Britain and the wider world and be able to fit these into a secure chronological framework. They should have knowledge and understanding of different technological, scientific, cultural and aesthetic achievements along with social, political, religious and economic developments from the past.
- be able to demonstrate their understanding of the past by describing some of the differences and similarities between the periods they have studied and by beginning to suggest causes and consequences of the main events and changes. They should be able to make some links and comparisons between periods of history. They should be able to identify some of the different ways in which the past is represented.
- be able to demonstrate their understanding of the past by describing characteristic features of periods and societies from the ancient to the more recent past, and by identifying contrasts, connections and trends within and across periods of history. They should be able to identify and describe some short- and long-term causes and consequences of the main historical events and changes studied. They should be able to identify and describe some different ways in which the past has been interpreted.
- be able to use different sources of information to help them investigate the past and use relevant information to support their findings. They should understand how our knowledge of the past is constructed from a range of sources.
- be able to describe past events, people and developments using dates and terms appropriately and select and organise information to communicate their understanding of the past in different ways.