



# History

## at Wolverton Primary School

### Impact

Each enquiry which forms our programme of learning and teaching in history sets clear objectives and outcomes for the pupil in terms of knowledge and understanding and skills acquisition. We ensure that when assessing pupils evidence is drawn from a wide range of sources to inform the process, including interaction with pupils during discussions and related questioning, day to day observations, practical activities such as model making and role play drama, the gathering, presentation and communication of fieldwork data and writing in different genres. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly.

At the end of each year we make a summative judgement about the achievement of each pupil against the subject learning goals for history in that year using focus education knowledge and skills breakdowns. At this point teachers decide upon a 'best fit' judgement about the children's progress which is reported to parents.

### Intent

History is, where possible, taught through topic themes as part of our whole school approach to teaching and learning. Our school curriculum plan for history is:

» Aspirational and instils a desire to achieve the highest levels of success through providing them with the opportunities to acquire long lasting knowledge and understanding of core historical skills. Such high aspirations are clearly identifiable in the progressive and increasingly challenging objectives of each enquiry, which define clearly what the pupils will know, understand and be able to do.

» Logical, and broad and balanced in terms of the areas of subject content we have selected which reflect the guidance and the demands of the National Curriculum.

» Gives children chronological understanding and allows them opportunities to evaluate both change and progress from one historical period to another.

» Relevant in terms of the careful consideration that has been given to the selection of historical enquiries.

### Aims for History

The study of history involves engaging pupils in investigating questions about people and events in the past in order to enable them to; better understand their lives today and for a future as more informed and enlightened citizens.

Through the study of history pupils also develop a wide range of critical thinking skills, which enable them to understand the contested nature of knowledge and to distinguish between 'fact' and subjectivity when it comes to reaching conclusions and making judgements about the past.

### Implementation

We adopt an enquiry focused approach to learning and teaching in history linked to topics which develops our pupils as young historians. Through enquiry our pupils not only build subject knowledge and understanding but become increasingly adept at critical thinking, the use of specialised vocabulary and their grasp of subject concepts. We structure learning in history through big question led enquiries about relevant historical topics, places and themes. Our curriculum is therefore 'knowledge rich' rather than content heavy as we recognise this provides sufficient time and space for our pupils not only to acquire new knowledge and subject vocabulary but also to develop subject concepts and understand the significance of what they have learned. Wherever possible we provide our pupils with contemporaneous historical evidence including narratives, paintings, photographs, artefacts, and data in the form of censuses and films to analyse and from which to reach conclusions and make judgements. Each enquiry is carefully structured through the use of ancillary questions, to enable pupils to build their knowledge and understanding in incremental steps of increasing complexity until they reach the point where they are able to answer the question posed at the beginning of the investigation. Our learning and teaching in history also recognises the importance of the local area with a number of our investigations involving observation, recording, presentation, interpretation and the evaluation of historical information outside of the classroom e.g. significant people, places and events locally.