

History at Exwick Heights Primary School



At Exwick Heights Primary, we believe that high-quality History lessons inspire children to want to know more about the past and to think and act as historians.

The history curriculum seeks to give pupils a solid foundation and broad overview in some of the most important periods, events and themes in British and world history. It is comprehensive but necessarily selective. The curriculum gives pupils a strong grounding in British history and in Key Stage 2, is taught chronologically from the first settlements through Roman Britain, the Vikings, Anglo-Saxons, the medieval period and up to the Industrial Revolution and touching on Britain during the two World Wars.

While studying, these periods the units explore themes of change and continuity, perspective and power. The units exploring world history have been carefully selected to provide global coverage and introduce a number of themes.

Intent

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Exwick Heights has been carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum 2014, the curriculum at Exwick Heights aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- 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.

Implementation

History is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives.

The local area is fully utilised to achieve the desired outcomes, with extensive opportunities



for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. In addition, staff have access to Reach plans and resources, however, teachers lesson design is not limited by this and is informed by national agencies. Consideration is given to how greater depth will be taught, learnt and demonstrated within each

lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area.

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.



Impact

Outcomes in topic and literacy books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers. Children also record what they have learned comparative to their starting points at the end of every topic.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Our **History** curriculum aims to inspire pupils' curiosity about key historical events helping them to establish a chronological narrative of early times to the present day. It endeavours to equip pupils with a clear knowledge and understanding of significant events including ancient civilisations, the expansion and dissolution of empires, features of non-European societies and the key achievements of humanity. In particular, our curriculum aims to ensure that children can analyse trends across time periods whilst also drawing contrasts. By the end of each key stage, children should be able to know, apply and understand the key facts and skills specified in each programme of study.

In History, our intention is for children to gain a sense of knowledge and chronology about the past. They ask questions, investigate, enquire and use this understanding to demonstrate how

lives have changed over time, due to significant people and events. Our curriculum draws on our teacher's academic knowledge, the national curriculum and experience of what is necessary to flourish in their discipline. The second level is the implemented curriculum; the resources teachers use to deliver the curriculum. An example of these are the knowledge organisers and bespoke work booklets for each subject and year group at KS2.

Finally, we emphasise the importance of the enacted curriculum, where our skilled teachers bring all of this knowledge to life in a way that will be meaningful and exciting for the pupils that they know so well.