



We will ignite the ability in all to ***‘Love, Laugh and Learn’***, recognising the extraordinary and wondrous in everything and in everyone. Our rich, varied and creative curriculum, together with our Christian values, will empower all to flourish following Jesus’s promise ***‘I have come to give life and life in all its fullness.’*** (John 10:10)

Intent

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It provides pupils with a foundation for understanding the world, an opportunity to pose their own historical questions, make links between different periods of time and gives pupils the enjoyment and curiosity to become enthusiastic historians. When planning in History we aim to ignite the ability in all to ‘Love, Laugh and Learn’. This is achieved through recognising the extraordinary and wondrous in everything that we plan across the rich History curriculum. When coupled with our Christian values and Jesus’s promise ‘I have come to give life and life in all its fullness’. (John 10:10) we are able to provide the children with experiences that will inspire them and ultimately support them to flourish. Our History offer supports the



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children's

cultural capital as we are able to offer experiences and opportunities that they perhaps do not always have outside of the school community setting. It is with these experiences that we can show our children that we are loving out loud; supporting their development, fostering positive futures and opening their minds to a future without limits.

In our history curriculum, we aim to promote an understanding of the history of our local community and area as well as significant worldwide historical events through the progression of skills and knowledge from year 3 to year 6. Our history curriculum provides pupils with the opportunity to overlearn skills throughout each year group and ensures that they develop these historical key skills which enables them to think and behave like young historians and develop a love of learning about the past. We offer exciting and engaging learning opportunities through lessons, theme days, visits and workshops, which provides opportunities for the pupils to live life in all its fullness. Strong cross-curricular links with maths and English are developed through history teaching. Pupils who develop their understanding rapidly should be challenged by being offered the opportunity to delve deeper into causes and consequences of events and they should be encouraged to make links between different periods that they have studied. Those who do not have a concrete understanding of periods of time should consolidate their understanding through additional support and practise.

"Train up a child in the way he should go; even when he is old he will not depart from it."
(Proverbs 22:6)

Curriculum Implementation

At Wrockwardine Wood CoE Junior School, we aim to enthuse pupils in order to develop their historical knowledge and skills. We do this by teaching different periods of history, encouraging pupils to make links to life today and providing pupils with frequent opportunities to pose and investigate different questions. During the autumn term, each year group will focus on a history unit and in the summer term, year 3 and 6 will cover an extra unit. As well as this, year 3-5 will complete an additional in-depth focus week on a history topic. During the history units, lessons will be taught twice a week during the afternoon. In order to enthuse and excite pupils, each unit of work will begin with a memorable experience. Pupils will also have an opportunity to explore a range of artefacts. At Wrockwardine Wood CoE Junior School, pupils experience a broad and balanced curriculum including topics such as the structure of Rome and the Roman emperor, life during the Victorian era, the notorious King Henry VIII during the Tudor period and a local history study. During all lessons, pupils will be able to develop their historical skills as within all their topics, pupils are asked to develop their understanding of chronology, compare similarities and differences and evaluate different sources of evidence. Throughout school, history topics will be linked, where possible, to local history to enable pupils to develop a sense of self and awareness of their local community. At the start of each unit, pupils will come up with 6 Big Questions that they would like to be able to answer by the end of the unit.



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Alongside history lessons, throughout the year, we celebrate key dates in History such as Remembrance Day. Other key events, such as Black History Month, are also explored to further educate pupils about different influential historical figures. History knowledge is used throughout the year as a context for writing to link to pupils' English lessons. Class texts are often linked to history topics. In addition to this, throughout the year, pupils experience educational visits or experiences linked to their history topics to further enhance their understanding. Throughout the curriculum, links to our Christian values are made - for example, exploring significant individuals who have displayed wisdom and courage.

We use a range of resources throughout the school to ensure that every pupil's needs are met and our lessons are delivered in engaging contexts. Access to knowledge organisers are also available to support the pupils' learning.

Impact

Throughout the lessons, formative assessment takes place and feedback is given to pupils verbally or written through close the gap and extension tasks. Spelling and grammar errors will also be addressed through marking. This informs teachers planning to ensure that they are meeting the needs of each pupil and allow them to progress. At the end of lessons, pupils fill in a 'know more, remember more' grid to show what they have learnt. Historical skills are assessed throughout the topics and are marked against the objectives for that unit. The teaching of history is monitored termly through book looks, learning walks or pupil voice activities.