



**Waterhouses CE
Primary Academy**

“Let your light shine.”

Waterhouses CE Primary History Curriculum Statement

Intent

History has always been held in high regard at Waterhouses CE Primary School, with the school’s own rich history within the context of the local area and links with other places of historical interest.

The history curriculum at Waterhouses CE Primary makes full use resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality.

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 Waterhouses CE Primary is 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 Waterhouses CE Primary 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 an 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. This is interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians. Younger pupils learn about international and national historical events which have impacted our world such as the Gunpowder plot. Also, links to local history are studied for example: Changes in Waterhouses over time and the effect of life in Waterhouses during the War.

Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and morning literacy lessons enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Other cross curricular links are made with Art and Geography. During class discussions, pupils make links to what is in the news could affect the future and become history. For example; relating to matters such as Brexit or the importance of Elizabeth II as our longest reigning monarch.

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. Class discussions also form an important part of considering all the facts to build up a picture and evidence relating to a historical time or event.

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. Regular projects provide further relevant and contextual learning; engaging member of the community in children's learning and providing positive role models from the community for children to learn from.

