



THE INTENT, IMPLEMENTATION AND IMPACT OF THE HISTORY CURRICULUM

Our vision is that all children will have a strong understanding of our place in history and time with a curiosity to understand more and form connections in their learning.

INTENT

Wildmoor Heath School's history curriculum is designed to teach history through the context of the school's drivers: opportunities, creativity, environment, well-being, communication and community. We aspire to give children the knowledge and understanding of people, events and contexts from a range of historical periods. We want to develop children's ability to think, reflect, debate and discuss by looking at and comparing evidence through history. Our learners will be enabled with the knowledge, skills and vocabulary to explore different time periods, allowing them to think critically and confidently to support their explanations and judgements. We believe the study of history enables pupils to have a better understanding of the society in which they live today. We aim to bring the learning to life and make it enjoyable by providing inclusive, motivating, first hand experiences.

Wherever possible, we strive to spiral knowledge and skills through subject teaching and across the curriculum. In this way, pupils learn more deeply by revisiting concepts, widening their understanding and having multiple opportunities to apply their skills.

IMPLEMENTATION

History knowledge is taught through a number of historical concepts, which give form and structure to our units and which are introduced in KS1 and built upon through KS2. Each unit theme (Romans, Egyptians, Stone Age etc) is taught by looking in-depth at these specific concepts so that children leave year 6 with a firm knowledge of these important ideas that crosses all eras and time periods. These concepts are:

- Movement of people
- Society and Culture
- Economics and Labour
- Governance and leadership
- Achievements and legacy

In addition, we teach historical skills in a carefully planned progression, developing them in two-year learning blocks, each block building on the previous one. This ensures that children build up a set of history vocabulary and skills whilst they embed a rich body of historical knowledge. We emphasise the importance of technical vocabulary and encourage discussion about historical figures and ideas. We provide a range of 'hands-on' experiences to further the engagement of the children including: role play, class visits, workshops, local walks to historical sites and visiting experts. The global pandemic during the academic year 2020-21 saw history lessons provided remotely for all pupils, with some pupils being in school and receiving the same lessons under teacher guidance. Despite some educational visits and outings being restricted, the curriculum was enriched through virtual reality technology that came to the school immersing the children as Vikings and in the Mayan civilisation as well as exploring polar regions and volcanoes. In Key Stage 1, the children learn about the significance of important historical figures who have shaped our lives and the context within which they rose to prominence. In Key Stage 2, we work chronologically from the earliest time periods (Stone Age to Iron Age), utilising local sites of historical interest such as the Iron Age ramparts at Caesar's Camp; through key events in British history (Saxons, World War Two) and in the history of the wider world (Ancient Egypt, Ancient Rome). Enrichment activities such as trips to the Natural History Museum in London, or to the Milestones Museum in Basingstoke help to bring history alive, as do visits from the Berkshire Archaeological Society who helped children build an Iron Age roundhouse in our school hall.

YEAR TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1	Neil Armstrong Moon Landing		Now and then - Homes		Seaside's from the past Grace Darling	
YEAR 2	The Great Fire of London The Gunpowder Plot		Castles Medieval towns and villages William the Conqueror		Toys and games from the Past	History of the High Seas (Pirates)
YEAR 3	Stone Age to Iron Age		Polar Explorers - Shackleton		The Iron Age (Local study: Caesar's Camp)	
YEAR 4	Ancient Egypt				The Roman Empire	
YEAR 5	History of Flight Space Race Timeline		Anglo Saxons and Vikings		Ancient Greece	
YEAR 6	WW2 - Evacuees		Mayans		Charles Darwin's journey to the Galapagos Islands	

IMPACT

By the end of their primary education at Wildmoor Heath, all learners should have achieved the National Curriculum objectives. Their progress in History is assessed termly to ensure all make good progress. They should be equipped with the critical thinking skills to allow them to think, reflect, debate, and discuss different viewpoints from history, forming their own opinions. They should be able to ask analytical questions, interrogate evidence, and know the difference between a primary and secondary source of evidence. They will be able to transfer these valuable skills across the curriculum and in the context of the wider world as they progress on to secondary school.
