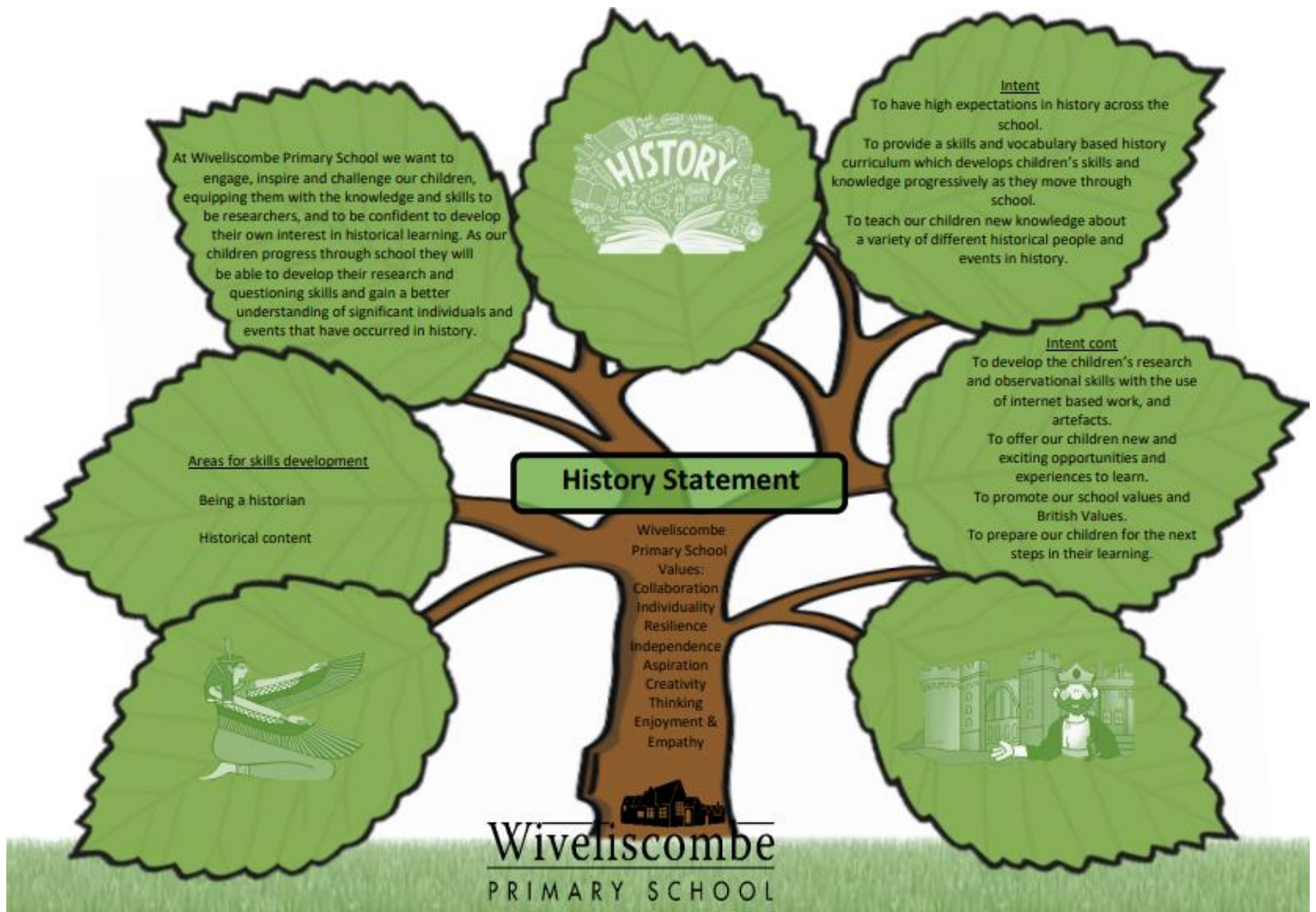


History:

Curriculum Intent:



Development of Children's Knowledge:

Our history curriculum is designed to provide children with a coherent, comprehensive understanding of the history of Great Britain, from the earliest civilisations up to the modern day. It is essential that children are given frequent opportunity by teachers to make connections with where areas of history took place in relation to one another, and in relation to their own lives, so as best to understand the impact of these events. Our curriculum is carefully designed to allow children to make these comparisons by incorporating specific, chronology-based lessons within units. These units consist of either the study of a 'theme' which is compared across different periods of time, or an in-depth study into a particular civilisation. Plentiful opportunity is given for children to recall information that they have learnt, so as to strengthen their memory of what they have learnt. In KS1, for instance, children study changes within living memory across a comparison of themes, with a focus on key individuals and events from life before living memory. In LKS2 in particular, areas of study are focussed and detailed, allowing children to learn about what life was like in different historical periods. These are therefore sequenced in consideration of chronology, allowing children to link key periods of time together as well as allowing children to progress in their knowledge of key, reoccurring themes in history including political, religious, cultural, social and economic history. It is for this reason that areas of study that cover a broader period of time, such as the Maya Civilisation, Crime and Punishment, local study of Wiveliscombe, are taught in UKS2, so that connections can be made with that which they have learnt previously.

Development of Children's Skills:

At Wiveliscombe, we recognise that in order for children to develop their sense of historical enquiry, they should progress in their ability to analyse historical artefacts, make comparisons and use subject-specific vocabulary to communicate their understanding. A curriculum which is enriched by in-school workshops and off-site visits, allows children to experience such artefacts first-hand and therefore develop their interest in history. Across the year groups, and within each unit of learning, children mature in their ability to present information, formally agree and disagree with historical statements, analyse available evidence, question reliability and make connections and comparisons across civilisations and between historical eras. These skills are at the forefront of our planning, so as to promote curiosity in children before information is shared with them.

Products of Learning:

Across each year group, children have the opportunity to present information which they have collected in timelines, presentations, diagrams and a variety of written pieces. When doing so, they should draw on their learning in other curriculum areas (e.g. maths, computing, English) so as to ensure that these products are of high quality.

Learning Environment:

The use of learning environments can be an effective tool for promoting children's natural curiosity for history, through interactive displays connected to their topic. This may include images, maps, reference books, historical artefacts, props, examples of children's learning and key vocabulary, to encourage children's complete immersion into the theme being explored.