

Subject on a Page:

History

Waddesdon Village Primary School- Pathway to Excellence

At Waddesdon Village Primary School, we aim to provide a creative, vocabulary rich curriculum that challenges and inspires our children, in preparation for life in a culturally diverse and ever-changing world.



Whole School Curriculum Drivers:

Excellence

Community

Growth



Intent- we aim to...



1. Provide a broad and engaging history curriculum which inspires curiosity about the past from EYFS to year 6.



2. Develop children's ability to ask questions, think critically and evaluate evidence - verbally and through writing - to master the required skills, knowledge and understanding.



3. Develop enthusiasm for history and provide a range of opportunities to research the past including reading.



4. Provide challenge for all and develop understanding of how to question and interpret evidence.



5. Share work, successes and enthusiasm for history with the school and village community.



6. Develop children's understanding of how events from the past may help them to be happier and healthier today.



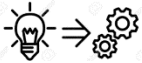
Implementation- How do we achieve our aims?

1. Follow the WVPS comprehensive, progressive history curriculum.

This includes clear threshold concepts and progressive milestones 1, 2 & 3 detailing the skills required at each stage. Additionally, the history map shows the areas of the past being taught in each year alongside the relevant skills. In EYFS, learning about the past features in several areas of learning. The history curriculum is regularly reviewed to ensure evidence of clear skills progression, monitor its relevance and to review opportunities to enrich learning further.

2. Develop historical research, thinking and questioning ability.

Lessons and activities are wide and varied to allow children to explore past events fully. Topic and library books, effective internet searching, inspiring in-school experience lessons, educational visits, augmented reality apps and cross curricular work, including writing about past events and historic figures, prompt thinking and learning. Questioning and considering, 'How we know?' is encouraged throughout lessons.



Implementation continued...

3. Provide opportunities for children to lead their learning, choose their questions or present their findings.

Researching a specific, chosen area, coming up with question to explore or deciding who or what to paint are examples of promoting children's ownership of tasks; this results in motivation and gives a sense of pride in their learning and outcomes.

4. Provide challenging lessons and a questioning environment.

Lessons build on prior learning and provide extensive opportunities to use the language and skills of historical research and learning. Our curriculum goes well beyond historical fact sharing and, at every stage, children are taught to question and evaluate evidence as well as make links and comparisons. Considering suitable evidence sources and looking into testable hypotheses about the past are features in UKS2. Support is provided to meet needs as required: examples include picture cues, artefacts, topic word mats and knowledge organisers.

5. Celebrate our achievements.

Share work within and across classes as well as with parents and carers through open afternoons, school displays and parents' evenings. Additionally, showcase history work and activities with members of the village community, such as the Wednesday Club.

6. Compare physical and mental health from the past to present day

Events from the past provide opportunities to think about peoples' health at different times and locations in history. Thinking about what we can learn from this and how our physical and mental health compares gives another way of prioritising our own well-being.



Impact- How we know we achieved our aims?

1. Children progress through WVPS milestones: investigate & interpret the past; build an overview of world history; understand chronology and communicate historically.



2 & 4. Children are masters of the skills, knowledge and understanding required for history: they are capable, thoughtful and confident when talking about historic events. They make connections across time and world history and identify what is unknown. They can pose further, thought-provoking questions & explore hypotheses.



3. Children work with motivation and enthusiasm: they are investigators who question the past; they can follow a line of enquiry and choose how to present their work.



5. Children are proud of their work and are keen to share this with the school and wider community.



6. Children can consider the health and well-being of people from the past and link this to their own lives and choices.

