



Woodlea Primary School

History Curriculum Statement

Curriculum Intent

Learning in History is underpinned by our Learning Values, the statutory requirements of the National Curriculum/Early Years Foundation Stage and delivered through our school values. From our curriculum, pupils will become educated through experiencing a range of activity areas that:

- foster opportunities for children to be inspired and ask questions why
- construct informed responses to children's own questions that involve thoughtful selection and organisation of relevant historical information
- build a secure knowledge and understanding of where key events and periods of time fit together
- develop competence in a range of historical skills in line with the national curriculum
- create resilient learners who are confident and equipped to take on different challenges
- develop collaboration and partnerships and encourage children to make positive contributions

Implementation

- Children participate in high-quality History lessons that encompass a range of skills from the national curriculum and develop their understanding of the world in which we live
- Teachers use, and adapt, whole school planning and resources to ensure lessons across years show progression.
- Classes follow the History long term planning to ensure pupils participate in a broad and balanced curriculum.
- Children are taught by teachers (and LSA support) with a range of expertise. CPD is continuing throughout the year. History lead regularly monitors support teachers, HLTAs and TAs to ensure up to date knowledge and skills.
- The school adopts an 'outdoor learning' ethos through active learning and our F.O.X time curriculum (Fabulous Outdoor Explorer) which encourages children's engagement and curiosity with the world around them.

Impact

The impact of our school History curriculum can be seen through our planning monitoring, book monitoring, pupil conferencing and assessment.



Outcomes in topic and literacy books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Emphasis is placed on analytical thinking and questioning and children demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. Pupils will be able to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.