



History at Wheatcroft



“How do you know who you are unless you know where you’ve come from? How can you tell what’s going to happen unless you know what has happened before?”

Tony Robinson

Children are taught about the past to enrich and enlighten their understanding of the present.

Our intended aims are to:

- inspire children’s curiosity and natural sense of enquiry about the past.
- equip children to ask perceptive questions and develop perspective and judgement when considering historical information and evidence.
- help children to understand the complexity and diversity of people’s lives in different times and places.
- build historical learning through a coherent chronological narrative from the earliest times to the present day.
- develop skills, attitudes and attributes that can support learning in other subjects and that are needed for life and work.

How we intend to implement this:

- History is taught within the school’s linked learning themes, making links with other curriculum areas where possible.
- The school’s locality is used to drive the history curriculum where appropriate, enabling historical learning to be put in a meaningful context. This can sometimes include off site visits or use of visitors to school to enhance classroom learning.
- In the foundation stage, historical learning comes within the area of learning and development ‘Understanding the World’ (ELG past and present).
- In Key Stage 1, planning develops children’s awareness of the past and sense of chronology, and fosters an understanding of how we find out about the past, through the study of a range of people and events relevant to the school’s context and linked learning themes.
- In Key Stage 2, these skills are developed further through the study of aspects of British, local and world history.
- British history from the Stone Age to 1066 is taught chronologically through Key Stage 2, building a clear chronological narrative. Timelines are used to illustrate this.
- Children are encouraged to ask questions and work through historical enquiry by considering evidence from the time period being studied.
- Children grow their vocabulary through appropriate use of historical terms.
- Opportunities are given for children to make connections and comparisons between time periods and with their own lives in the present day.

How we intend to measure impact:

- Through ‘pupil voice’, children are able to talk positively about their historical learning and the impact it has.
- Learning in history is built on progressively and assessment measures achievement against a progression of skills in chronological understanding, knowledge and understanding of people and events in the past, historical enquiry and interpretation, and communication.
- Our children show that they enjoy their historical learning and can talk about how the past has impacted on their lives today.