



Intent

History has always been held in high regard at Woodhall School, with the school's own rich history within the local community a celebrated and inspiring feature of the school. The history curriculum makes full use resources within the immediate and wider local area enabling children to develop a deep understanding of the important history around them.

Reading and researching information about specific time periods plays a large part in learning and enjoying history at Woodhall. We aim to ensure that children in all year groups are given subject and ability specific texts to aid in their learning and deepen their understanding of the topic being taught. Children are also given word banks relating to topics to broaden subject specific vocabulary. It is important to challenge all pupils at Woodhall with their historical understanding through carefully thought out, differentiated work that will challenge the most able and support the least. Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Woodhall is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum and our subject skills ladders, the curriculum at Woodhall aims to ensure that all pupils have a good understanding of chronological awareness, historical knowledge, interpretation, enquiry and organisation and communication at the end of each year building on these skills throughout the school.

Implementation

History is taught in blocks throughout the year, so that children achieve depth in their learning. As a school we have developed a subject ladder devoted to the skills needed to progress each child's understanding of history to ensure progression across topics throughout each year group.

These skills will be taught in separate blocks within each topic. In the first block children will be taught chronological awareness and historical knowledge about the topic being covered and how it relates to time periods previously studied.

The second part of the block will be focused around one or two key aspects of the topic and the children will be taught the year group specific skills within interpretation and enquiry.

Cross curricular outcomes in history are important and there are strong links between the history curriculum and literacy lessons enabling further contextual learning. This continues to place an importance on history as a subject throughout Woodhall.

Work will be differentiated; to support lower ability children and children with special educational needs so they can achieve and develop the skills integral to our history curriculum, as well as challenging the most able by broadening their understanding.

The local area is utilised where possible to achieve a connection with the community and a more visceral understanding for the children. Trips to local museums and historically significant venues as well as locals and experts coming into school to deliver an experience that the children will enjoy, remember and gain valuable understanding from.

Being a member of the History Association gives teachers a wealth of plans and resources to assist and inform a well-structured history curriculum that excites and engages our students. Teachers also have access to Hamilton Trust plans and resources.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year. Specific event according to the children's interests.

There are lots of opportunities for speaking and listening opportunities and role play activities to hook the children in and engage them as this helps them to say and act out what they might be

writing later in their books. This practice gives them the chance to make mistakes and understand what they are being asked to do in a way that can be easily adapted and they can learn from other in the class or from examples from the class teacher.

Where possible, teachers will create an enrichment history day to engage children in activities that will bring the topic to life.

Cross curricular links will be made to many other areas of the curriculum e.g. maths, learning Roman numerals, or the Mayan counting system, literacy, writing a diary entry linked to Anne Frank's diary, art, Roman mosaics and stone age celtic patterns, geography, identifying the countries in the Roman empire, drama, acting out the human sacrifice to a Mayan god, science, linking knowledge of space to people landing on the moon.

Impact

The impact of our curriculum is evidenced in the books and we gain a valuable insight into history within Woodhall through the use of pupil voice, book scrutiny and learning walks around the school learning environment.

Children respond to feedback marking in books, which is targeted to subject specific skills identified from the skills ladder, and review their learning at the end of each topic, comparing what they knew at the beginning of the topic.

We have developed an assessment tool to accurately assess the progress of each child, picking up on strengths and weakness that the children have so they can be effectively dealt with.

Class trips to historical landmarks or museums to view artefacts from the time periods being studied engages the children in the topics and gives them the enthusiasm to learn and understand more about the subject, asking more in depth and knowledgeable questions. These trips are also vital to give the children opportunities to visit places they may never have the opportunity to, otherwise.

These trips are also an important part of developing a good parent relationship with the school and gives them a good opportunity to understand the learning that their children will be doing.

Having each topic split between historical knowledge and chronological awareness, and enquiry and interpretation, also makes it clear the areas each child needs to target and develop.

Each class produces a class assembly linked to learning in the term, this is presented to the whole school and to the parents of the class. This engages the parents and the rest of the school community in the learning of the children and develops children's curiosity in different topics that they might not have learnt yet.

Any non-written work carried out in class will be evidenced in books with a picture or a short write up, its complexity depending on the age of the children.

Developments, scrutinises and assessments are fed back to the foundation curriculum governor working party termly, so they have a good overview of what is happening in the subject.