**History at Weaver**

**Intent**

At Weaver Primary School, we aim to develop an understanding and appreciation of the past.  We aim to provide pupils with a broad and balanced view of History in Britain and beyond whilst teaching pupils to develop the skills of enquiry, analysis, interpretation and problem-solving. To ensure that pupils develop a secure knowledge on which they can build, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way.

Pupils will evaluate a range of primary and secondary sources including ICT as a stimulus and source of information. Our historians will be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day.

* Pupils will develop a sense of chronology from the earliest of times to the present day, and through this they will develop a well-rounded knowledge of the past and its events.
* Pupils will learn to value their own and other people’s cultures in modern multicultural Britain and, by considering how people lived in the past, we aim to develop more informed, tolerant, respectful members of society. We aim to teach pupils about how Britain has influenced and been influenced by the wider world and how we have developed as a democratic society. Pupils will learn life has not always been that way, as they learn about significant aspects of the history of the wider world, the nature of ancient civilisations, the expansion and dissolution of empires, characteristic features of past non-European societies and the achievements and follies of mankind.

**Implementation**

At Weaver, the Early Years it is the first opportunity to introduce pupils with vocabulary associated with History.  Staff follow the Early Years Foundation Stage (EYFS) Statutory Framework which aims to guide children, to make sense of their physical world and their community.  Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world, which has changed over time.  Pupils are introduced to vocabulary associated with history as they explore the passing of time in their own lives and learn about significant events in the past, e.g. Remembrance – this is the first step of becoming a historian.

In KS1 and KS2 learning will recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

* Our historians will be given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities, foster curiosity and enthusiasm for history, and to further support and develop their understanding.
* Our planning ensures chronology and progression. To ensure coverage, planning will consider the progression of skills, knowledge and understanding as outlined in the National Curriculum. In KS1, the Historical skills will focus on the world around them and their living memory of History before moving to events that go beyond living history. This will ensure a firm foundation for KS2 History.  In KS2, the History curriculum is set out in chronological order to allow pupils to reference the previous events in time and to refer to this prior learning year-on-year and within the year.  All pupils will be required to make connections and historical links with prior learning of people, events, societies and epochs.  Where possible, a cross curricula approach is adopted to maximise rich opportunities for learning and to provide further consolidation and depth of learning.  Further relevance is provided when possible, where pupils can explore significant figures and locations in their local area, allowing them to achieve a sense of relevance and belonging through local history.
* Lessons include historical enquiry.  Pupils are encouraged to evaluate primary and secondary sources to develop the skills of enquiry, analysis, interpretation and problem-solving which will develop knowledge and understanding and prepare them for the next phase in their education.  Challenge questions are used to allow pupils to consolidate knowledge and understanding where necessary or to apply learning in a philosophical/open manner.
* Trips and visiting experts are used where possible to enhance the learning experience.

**Impact**

At Weaver Primary, the impact of quality first teaching in History fosters a love and enthusiasm for the subject.  Pupil voice provides evidence that pupils are able to talk with confidence and enthusiasm about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that many pupils enjoy history and are able to recall their learning over time.

Furthermore, our plan is to ensure:

* Pupils will become increasingly critical and analytical within their thinking, developing some of the skills required in KS3. Making informed and balanced judgements based on their knowledge of the past.
* Pupils will become increasingly aware of how historical events have shaped the world that they currently live in.
* They will also have a further understanding of History on a local level and on a small-scale.
* Pupils will develop enquiry skills to pursue their own interests within a topic and further questioning.