



# Wallsend Jubilee Primary School

## History Curriculum Statement

At Wallsend Jubilee Primary School, we want every child to be happy and enthusiastic learners of History, and to be eager to achieve their very best by being 'the best that they can be'. We firmly believe that the recipe for success is high quality first teaching in History, which is central to the life of our happy, caring school, that will inspire pupils to want to know more about the past and to think and act as historians.

Pupils have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world and our local community. The curriculum at Wallsend Jubilee aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- Are encouraged to ask perceptive questions by thinking critically, weighing evidence and sifting arguments.
- Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

We are very lucky and proud at Wallsend Jubilee to be located in an area with a rich History and heritage, including the Roman settlement, shipbuilding along the River Tyne and coal mining. As a result, local studies and local heritage education remain at the heart of our History curriculum.

### Characteristics of an Historian

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

### Intent – What we are trying to achieve

Our principal aim is that children leave Wallsend Jubilee Primary School with a wide range of happy and rich memories in History formed through interesting and exciting experiences driven through key questions that enhance a child's awareness of their own abilities and strengths as a learner. We aim to ensure that children see learning in History as an on-going process not a one-off event. It is our intention that:

- Children will meet the National Curriculum expectations in History, which will be taught by highly-qualified, enthusiastic staff who will support children to develop mastery of concepts and inspire enthusiasm and interest in the subject.
- All children will study History in our school for at least 35 hours over the academic year.
- Opportunities will exist for children in each Key stage to experience learning beyond the classroom. This will allow them to enrich their knowledge by, for example, visiting places they may not normally consider, such as museums or places of historical interest.
- Children will develop a deep understanding of the subjects they are studying. They will increasingly use their prior knowledge to solve problems and develop their knowledge of History.
- Children will understand how our 6 Rs of learning and British Values relate to History.
- In History, children will develop the skills to appropriately use research and sources to consider historical information and to develop a range and depth of historical knowledge and chronological understanding.

### Implementation – How do we translate our vision into practice?

- The curriculum hours in History are non-negotiable and will be followed by all staff in the school. Fixed timetables will be set before the academic year and monitored by the Senior Leadership Team of the school.
- The subject leader for History will meet the senior leadership team on a termly basis to evaluate provision in order to ensure that teaching and learning in History is at least Good and continuing to move towards Outstanding at every opportunity. Where necessary, staff will receive coaching and training in History.
- Carefully designed sequences of learning in History ensure consistency and progress of all learners.
- Key questions drive learning throughout the term. Therefore, History is taught through the main question which promotes historical enquiry.
- Success criteria in every History lesson are set in order to guide children to achieve their potential. This ensures work is demanding and matches the aims of the curriculum.
- High quality teaching responds to the needs of children. Spiral learning is a key focus of all formative and summative assessment with teachers actively marking work in lessons, via 'Live Marking' in order to identify misconceptions early.
- High quality input from experts and educational resources complement the delivery of specialist learning admirably. Children understand how History is used in the wider world including careers.
- Actively promoting aspirations for the future. Children develop an understanding of how subjects and specific skills are linked to future jobs.

Here are some of the jobs you could aspire to do in the future as an Historian:

- Librarian
- Archaeologist
- Teacher
- Tour Guide

### Knowledge, skills and application

- History is taught progressively across the Key stages, using skills from the National Curriculum.
- Children will be taught substantive and disciplinary knowledge within their History curriculum.
- Substantive knowledge is taught through abstract concepts that are repeated across the history curriculum. This allows children to be better prepared for new material.
- Substantive knowledge provides children with an understanding of chronology.
- Disciplinary knowledge is taught to provide children with the skills needed to be a historian.
- Disciplinary knowledge is broken down into 6 key areas;
  - Cause and consequence
  - Change and continuity
  - Historical significance
  - Similarity and difference
  - Historical enquiry
  - Historical interpretations

### Impact – What is the impact of our curriculum on the students?

- Children are happy learners within History and have developed enthusiasm and curiosity in this subject.
- Children have met the National Curriculum expectations for History in EYFS, KS1 and Ks2. The National curriculum and Early Years framework states that children should;

EYFS	KS1	KS2
<ul style="list-style-type: none"><li>- Comment on images of familiar situations in the past.</li><li>- Compare and contrast</li></ul>	<ul style="list-style-type: none"><li>- Develop an awareness of the past, using common words relating to the passing of time.</li><li>- Know where people/ events they study fit within the passing of time.</li></ul>	<ul style="list-style-type: none"><li>- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives, within and</li></ul>

<p>characters from stories, including figures from the past.</p> <p>-</p>	<ul style="list-style-type: none"> <li>- Identify similarities and difference between different time periods.</li> <li>- Use a wide vocabulary of everyday historical terms.</li> <li>- Ask and answer questions, choosing and using parts of stories and other sources to show their understanding.</li> <li>- Understand ways in which we find out about the past.</li> </ul>	<p>across the periods they study.</p> <ul style="list-style-type: none"> <li>- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>- Address and devise historically valid questions about change, cause, similarity, difference and significance.</li> <li>- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>- Understand how our knowledge of the past is constructed by a variety of sources.</li> </ul>
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- Children develop an understanding, appreciation and curiosity of their local heritage through local studies that are embedded in each Historical unit where possible.
- Through History, children deepen their appreciation of the 6 Rs for learning
- Visits within History have enriched the lives of the children and they are able to discuss how the experience impacted their knowledge and understanding.
- Children of all abilities and backgrounds achieve well in History reflected in outstanding progress that reveals a clear, progressional learning journey.
- Through wider reading in History, children will understand how events in History have influenced the modern world. Reading materials that are tailored to children's reading ages.
- Children will understand how to decide the reliability of varied sources.
- Through this exposure, children will produce outstanding work and 'be the best they can be'

**Cultural Capital**

- Children will learn about key figures from history including Martin Luther King, Queen Victoria, Samuel Pepys, Tutankhamun, along with local influential figures from the past such as George Stephenson.
- They will visit a museum and have visitors in their classrooms
- Meeting and talking to history specialists for example Durham University
- Visit to a place of local historical interest including Segedunum, Rising Sun and Newcastle Quayside.
- Visiting experts such as 'That History Bloke' will enhance the learning experiences.