



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 in order to fulfil their individual talents. 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. We want all children to 'Be the best they can be'

At Wallsend Jubilee Primary School, we believe that high-quality history lessons 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 which helps to stimulate pupils' curiosity to know more about the past; Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; 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.

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; thus, ensuring 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.

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.

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.
- We are able to contact Burnside College for advice and support to help aid transition to Key Stage 3.
- 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.
- Teachers plan enrichment and cultural capital opportunities throughout the year. These include guest speakers who are specialists in their field, trips to businesses, fieldwork to relevant places of interest, innovative use of technology and specialist 'Days'.
- 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

Cultural Capital

- Children will learn about key figures from history including Martin Luther King, Queen Victoria, Samuel Pepys, Tutankhamun
- 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.

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

- Children are happy learners within History. They experience a wide range of learning challenges within the subject and know appropriate responses to them and are inspired to further develop their curiosity
- 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 learning journey. Children talk enthusiastically about their learning in History and are eager to further their learning in the next stages of their education.
- 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 work and 'be the best they can be'