



History at WEPS

Review date:

At WEPS we follow an inquiry-based curriculum where students actively explore and investigate questions, problems, or scenarios. This student-centered learning encourages students to develop their own understanding through research, experimentation, and critical thinking. Units and lessons focus on raising interest and engaging high level questioning and speaking and listening. We use the Key History Curriculum in conjunction with the National Curriculum (NC). The National History Curriculum states that:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. (DfE, 2013)

The Key Stage History meets all of these requirements. It allows children to develop a chronologically secure knowledge and understanding of local, British and world history. In each lesson, unit, year, the curriculum supports children in making connections and building upon prior substantive and disciplinary knowledge. For example, the children investigate their local history in year 1 and build upon their knowledge of being British by exploring other important event throughout British History. To ensure progression, we will teach children the skills of enquiry, investigation, analysis, interpretation, evaluation and presentation.

At WEPS, we aim to use a wide vocabulary of everyday historical terms. The children will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will show an understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. We use student friendly definitions and visuals for each word, so they are accessible for all pupils.

Our curriculum is taught following a structured approach. By using Key Stage History, teachers have secure subject knowledge of what they are teaching. Each lesson starts with a prior learning review, where children are supported to retrieve prior knowledge and make connections. Vocabulary is explicitly taught and each lesson starts with introducing, orally rehearsing, and engaging with key vocabulary.

Our teachers enact our curriculum using research-based pedagogy, such as Rosenshine's Principles of Instruction, to ensure information is presented in small steps, clearly explained and modelled, and children have many opportunities to talk, answer questions, explain their learning and work independently. Throughout lessons, teachers assess/monitor pupil responses (e.g. through questioning, written and oral responses, multiple choice quizzes and provide effective feedback.



As we have clearly specified what we want our children to know, do and remember, when reviewing impact, we assess against the Learning Questions laid out in the curriculum, enabling us to check whether children can remember what we set out for them to learn.

In Year 1 -6, history is taught in the second half of each term. As they progress through the key stage, they will demonstrate a growing confidence and accuracy when using historical vocabulary. A history lesson lasts for 50mins to an hour. At the start of each lesson, the learning question and inquiry skill are shared with the pupils. The structure of a lesson is consistent across the school and includes retrieval and key vocabulary, whole class teaching followed by a discussion (talk task), an independent or group task and a plenary.

The use of working walls in both key stages and the teaching of vocabulary ensures that children can gain and use a historically understanding of abstract terms. Carefully selected skills have been chosen to best match each unit of work.

Displays: Children's work is displayed throughout the school as a way to celebrate their learning and show their learnt skills in regard to the techniques and skills they have learnt throughout the unit.

Books: Each child has an exercise book in which independent tasks are recorded as needed. The date and learning question for each lesson is written and underlined. At the end of each unit an assessment is done to consolidate children's learning in that topic.

Homework: There are no set days for homework in history. Children are encouraged to research topics they are learning at the end of each unit of work. If the teacher feels that the pupils will benefit from doing some research, make a poster or complete a class task then the work will be set homework.

Our policy is reviewed, discussed, agreed upon and followed by all teachers and support staff. It is shared and discussed with the governing body, parents and carers and pupils.