



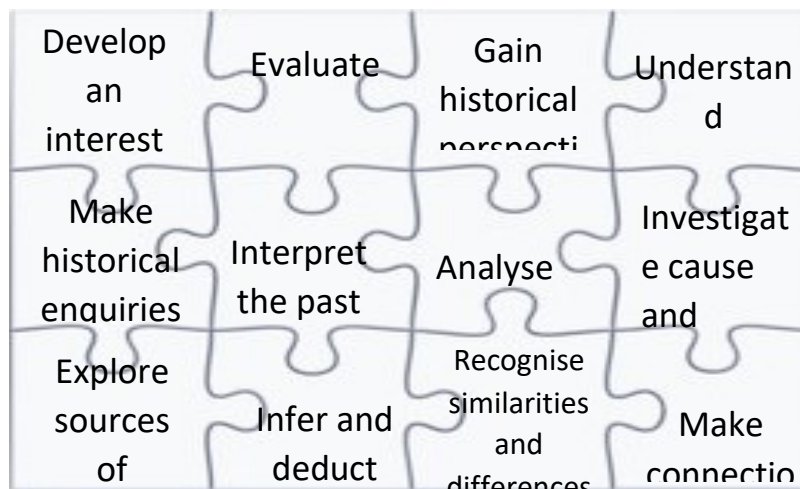
“History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future.” Robert Penn Warren, American poet and novelist, Pulitzer Prize winner, 1905-1989

Intent

History is all about people; the study of people of different types from different times and different people. History at West Park supports the school’s Visible Learning approach and strives to arouse children’s curiosity about the past by providing opportunities for them to learn and develop valuable skills of research, selecting and evaluating evidence, drawing conclusions and offering their own point of view.

We teach children a sense of chronology, and through this, pupils develop a picture of how events have shaped the world we live in today, impacting and influencing different societies and cultures around the world. We aim to develop a passion for History and enquiry through an Enquiry focused curriculum, where pupils have access to a range of primary and secondary resources.

Whilst following the guidelines set out by the National Curriculum, our History curriculum is designed to allow each pupil to:



Implementation

At West Park we strive for our children to think as Historians. We place an emphasis on the use of sources and artefacts to support children’s learning and understanding of periods, places and events. In each key stage we give children the opportunity to engage in first hand experiences by taking part in visits to sites of historical significance. We encourage visitors and experts to come into the school and talk about their experiences and knowledge of

events in the past. We recognise and value the importance of stories in history teaching, and we regard this an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as “how do we know?”, about information they are given. We allow children to develop their own line of enquiry and key questions, and allow time for answers to be discovered independently.

Learning objectives, outcomes and skills being taught must be visible and shared with children, supporting the school’s visible learning approach.

We recognise that there are children of widely different abilities in all classes, and we seek to provide suitable and stimulating learning opportunities for all children by matching the challenge to the ability of the child. No child will be excluded from an activity or lesson on grounds of gender, race, religion, disability or special needs unless it is for reasons of safety. SOLO taxonomy is used regularly in lessons to enable children to drive their own learning so that in a lesson they think more, learn more and remember more.

Impact

Through our History curriculum, we are enabling the children to gain the knowledge, historical skills and understanding they need to progress through life and further education. Children are given regular opportunities to develop what they have learnt in previous lessons through retrieval activities. Children are able to reflect in each lesson on the skills and knowledge they have learnt during that lesson, and interact with target sheets, which supports the school’s visible learning approach.

Planned learning will progressively build on prior knowledge and understanding throughout all ages. Class teachers will make end of unit summary judgment about the learning of each pupil.

Our History curriculum is regularly monitored and reviewed by Senior leaders and the subject leader. Learning and outcomes are monitored and feedback will be given as to what is going well, and where the areas of development are.