



Court de Wyck Church School History Policy

Growing Together, Belonging and Achieving

Everybody in our caring Christian Community inspiring, nurturing and challenging each other to do their best in mind, body and spirit to achieve more than they ever thought possible.

John 10:10 'Life in all its fullness'

Our Curriculum Intent

At Court de Wyck Church School our curriculum is child-centred, aspirational and purposeful in order to instil within our pupils the knowledge, skills and confidence needed for their ever-changing futures. Its focus is on nurturing pupils' natural curiosity and love of learning, supporting them to develop resilience and understanding of the world around them. It encourages pupils to make connections and to be creative, independent thinkers who relate their learning to real-life experiences. At the heart of our curriculum are our Christian values and the dedication to working collaboratively to achieve more than we ever thought possible.

Our History Intent

- It is tailored to meet the needs of Court de Wyck Church School, its context within a semi-rural village setting and its pupils who come from a diverse social background
- It is rooted in the needs of our community, drawing on local culture and heritage. An example of this is celebrating local significant individuals such as Brunel and Hannah More and visiting key local landmarks such as Tynesfield, SS Great Britain and Clevedon Pier
- It provides experience of and connections to the world beyond the school through a comprehensive programme of external visits/visitors
- It provides a broad range of creative learning experiences to develop children's moral, spiritual, social, mental, physical and cultural understanding through our whole school values and the development of a contextually relevant curriculum
- Is ambitious and aspirational for all pupils inspiring them to believe they can achieve more than they ever thought possible
- It recognises and celebrates diversity welcoming each pupil as an individual
- It secures pupils' core skills, knowledge and understanding to at least an age appropriate level and beyond, and is adapted, designed, and developed for pupils with additional learning needs or disabilities.
- It provides coverage of the National Curriculum and ensures children make good progression from EYFS to Y6
- It provides enrichment opportunities to broaden and enhance the curriculum experience for pupils through engaging Enquiry Questions and contextually specific learning opportunities to develop 'The Court de Wyck Child'
- Is flexible and responds to pupils' interests, understanding and progress



Our history curriculum is based on the following principles:

- Ensuring that children have a deep-rooted understanding of the impact of historical periods on Britain, their local community, and the world
- Understanding the comparisons between their lives and those of people in the past, reflecting on the achievements made by others to provide them with the opportunities for future success
- Providing opportunities for children to revisit and systematically build on their historical knowledge year on year, ensuring that they build a secure chronological awareness of historical periods
- Children develop the skills and language required to enable them to communicate their understanding in History
- Capturing children's interest in history through practical opportunities to apply and deepen their skills and knowledge.

Intent Overview by Key Stage

We have variable mixed age classes and so we plan the progression of learning for pupils in cycles. These ensure that pupils have the pre-requisite knowledge to learn new material, make links and remember more. This is a summary of what the pupils will learn in each key stage. More detail about an individual cycle is available.

Early Years Foundation Stage

History is taught in Early Years through child-initiated and adult led and guided activities. In Early Years, history makes a significant contribution to developing a child's understanding of the world through activities which involve explore some significant individuals and exploring the concept of 'new and old'.

During the EYFS, pupils should:

- Begin to make sense of their own life-story and family's history.
- Comment on images of familiar situations in the past.
- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Y1-Y6 are on a carefully planned bespoke topic programme using Curriculum Maestro which enables all children to learn an ambitious and engaging curriculum to inspire future career aspirations. The history projects are well sequenced to provide a coherent subject scheme that develops children's historical knowledge, skills and subject disciplines. Key aspects and concepts, such as chronology, cause and effect,



similarity and difference, significance and hierarchy, are revisited throughout all projects and are developed over time. All projects also develop historical skills based on evidence and historical enquiry.

Key Stage 1

In KS1, children study the project Childhood. This project builds on children's past experiences, including their family history and events within living memory, and works well as an introductory project. Children also study the project School Days. This project enables children to learn the history of their school and compare schooling in the Victorian period. Then, children extend their studies to explore a broader range of periods in the project Movers and Shakers. This project explores the concept of significance and the significant people that have greatly influenced history. Following this, the project Magnificent Monarchs introduces children to the challenging concepts of power and monarchy in preparation for more complex historical topics in Key Stage 2. The projects studied in Key Stage 1 provide numerous opportunities for children to explore significant historical events, people and places in our locality.

Lower KS2

Children study the chronology of British history in the project Through the Ages. This project teaches children about the significance of prehistoric periods and the changes in Britain from the Stone Age to the Iron Age. Children then continue to develop their knowledge of the chronology of British history in the project Emperors and Empires. This project teaches children about the Roman Empire, its invasion of Britain and Britain's ensuing Romanisation. Children then resume their learning about British history in the project Invasion. This project teaches children about the Roman withdrawal and the invasion and settlement of the Anglo-Saxons and Vikings. This project concludes at 1066, which meets the guidance from the national curriculum for British history. Children begin their studies of ancient history by studying the overview project Ancient Civilisations. This project enables children to learn about the achievements of the earliest civilisations, including ancient Sumer, the Indus Valley civilisation and ancient Egypt.

Upper KS2

Children continue to build their knowledge of ancient civilisations with an in-depth analysis of ancient China in the project Dynamic Dynasties. This project enables children to study the significance and influence of ancient China and its prowess and advancements in the written word, technology and metalwork. Children further study ancient and world history in the project Groundbreaking Greeks. This project enables children to explore life in ancient Greece, including examining the achievements and influence of ancient Greece on the western world. Children then study the more complex historical issues of enslavement, colonialism and power in the project Maafa. In this project, children explore a range of African kingdoms, including the Kingdom of Benin, and study Britain's role in the development, perpetuation and abolition of the slave trade. Building upon this, children complete their historical studies with the project Britain at War. This project enables children to study the role war has



played in Britain's history since 1066, focusing on the First and Second World Wars as crucial turning points in British history. Throughout the history scheme, there is complete coverage of all national curriculum programmes of study.

Implementation

At Court de Wyck, pupils are provided with an ambitious curriculum in history which is tailored to be inclusive for all. Our mixed aged classes enjoy a rolling program which covers the National Curriculum Programme of Study and is tailored to ensure good progression across the key stages. These run across the whole school in order to support children with developing their historical understanding and skills year on year to enable children to effectively know more and remember more.

Throughout their learning in history, we ensure that pupils become historians by:

- Explore and discuss artefacts, including replicas
- Visit places of significant historical interest where possible
- Have access to quality secondary sources such as books, internet and photographs
- Hear first-hand accounts of personal experiences of the past
- Listen to and interact with stories from the past
- Undertake their own historical research by interviewing family and friends about changes in their lives
- Use drama and dance to re-enact historical and explore historical events
- Have opportunities to work independently or collaboratively and to ask and answer historical questions
- Develop their understanding of chronology through use of timelines.

Impact

At Court de Wyck, we intend for the impact of our high-quality history curriculum to be that pupils will learn the curriculum each year so that by the end of their time at school they will have a strong understanding of what it means to be a historian and have learnt the key knowledge they need to succeed and prosper. Disadvantaged pupils and pupils with SEND will acquire the knowledge and skills needed to move on to the next stage of their education.

Our impact is measured through regular book looks, learning walks and informal assessment of children's understanding and progress by the class teacher. Each classroom utilises a working wall display to support and track children's progress through a unit of work and support with use of appropriate historical vocabulary. Before the start of each topic, children will complete elicitation tasks to assess prior knowledge. Knowledge



organisers are used for each unit of work which can be referred back to when reviewing prior learning. Regular revisiting of learning is an integral part of each lesson, and enables teachers to use AfL effectively to move children's learning forward.