



Curriculum - History

Intent ♦ Implementation ♦ Impact

Courage

Resilience

Honesty

Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"

Intent

At St. Nicholas-at-Wade Primary School, we believe that all pupils deserve a fully rounded curriculum to become confident, independent, lifelong learners. Our curriculum intent is centred around the following drivers, which are fully embedded across all subjects:

- Every child a reader
- Every child a learner
- Every child a citizen
- Every child happy and healthy
- Every child creative and curious.

This policy sets out the school's aims, principles and strategies in relation to the teaching of History.

At St Nicholas at Wade Primary, we believe that the study of history is not just about dates, events, and figures. It's about connecting our students with the past in a way that helps them understand who they are and where they fit into the world. Our history intent encompasses several key aims, each designed to enrich our pupils' learning experience and foster a deeper appreciation for the subject.

Fostering a sense of identity is a cornerstone of our history curriculum. We aim to promote an understanding of local, national, and global history that helps children develop not just a strong sense of their own identity but also an appreciation for their community's heritage. By exploring the rich tapestry of history that surrounds them, students can see how the past has shaped their lives today. Whether it's learning about the village's history or significant national events, we want our students to feel connected to their roots and understand the impact of history on their present-day lives.

Encouraging critical thinking is another vital aspect of our history intent. We equip our students with the skills to think critically about historical sources, interpretations, and narratives. In a world where information is readily available, it's essential for our pupils to learn how to assess the reliability of what they read and hear. Through engaging lessons, we challenge them to ask

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questions, debate different viewpoints, and appreciate the complexity of historical events. This not only enriches their understanding of history but also prepares them for future academic challenges and civic responsibilities.

Inclusivity is at the heart of what we do. We ensure that our curriculum reflects diverse perspectives, celebrating the contributions of various cultures and communities throughout history. History is not a one-sided story, and we want our students to understand the multifaceted nature of our past. By studying diverse narratives, students learn to appreciate the richness of human experience and develop empathy towards others. This, in turn, helps cultivate a more inclusive mindset, essential for navigating our increasingly diverse society.

Inspiring a lifelong love of learning is perhaps the most thrilling aspect of our history teaching. We are passionate about fostering curiosity in our students that extends beyond the classroom walls. By making lessons interesting and interactive, we encourage our pupils to explore their historical interests, whether it's through projects, visits to local museums, or research on their own family history. We believe that by igniting this flame of curiosity, our students will continue to seek knowledge throughout their lives, becoming lifelong learners who appreciate the relevance of history in understanding contemporary issues.

In summary, our history intent at St Nicholas at Wade Primary is all about connecting students with the past while equipping them with essential skills for their futures. By fostering a sense of identity, encouraging critical thinking, promoting inclusivity, and inspiring a love for lifelong learning, we aim to create a rich and engaging historical experience that resonates with our pupils now and in the years to come. History isn't just about what happened; it's about learning who we are and how we can shape tomorrow.

"We are not makers of History. We are made by History." Martin Luther King, Jr

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Implementation

The implementation of the History curriculum at St Nicholas at Wade Primary is a meticulously structured process that is designed to provide our pupils with a rich and engaging historical education. Our approach is firmly rooted in the principles outlined in the Cornerstones Maestro framework, which enables us to seamlessly map out and assess the curriculum effectively.

At St Nicholas at Wade, we acknowledge the significance of both substantive and disciplinary knowledge in the study of History. Substantive knowledge encompasses the key facts, concepts, and events that shape our understanding of the past, while disciplinary knowledge facilitates the critical skills necessary for historians, such as enquiry, analysis, and interpretation. By blending these two forms of knowledge, we ensure that our pupils not only learn about historical events but also develop a profound understanding of how history is constructed and interpreted.

To achieve this, we employ carefully selected endpoints that act as the focal points for our teaching and assessment. These endpoints are strategically devised to encapsulate the learning outcomes we aspire to achieve across different key stages. They provide clarity for both educators and pupils, allowing for a coherent journey through history that is both meaningful and challenging. Each endpoint corresponds with the overarching themes outlined in the Cornerstones Maestro framework, ensuring content richness and relevance to our pupils' lives and the world around them.

The use of Cornerstones Maestro allows us to create a dynamic and interconnected curriculum that spans various historical periods and geographical contexts. It facilitates a cross-curricular approach, linking history with other subjects such as geography, art, and science. This not only enriches the learning experience but also reflects the interconnected nature of historical study. Through thematic units, pupils can draw connections between different time periods and societies, fostering a deeper understanding of the present through the lens of the past.

To further enrich our history curriculum, we incorporate a variety of resources, including primary sources, multimedia content, and hands-on experiences, which enhance pupils' engagement and understanding. External visits to historical sites and

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museums are also encouraged, as they provide invaluable experiential learning opportunities, bridging the gap between theoretical knowledge and real-world contexts.

The implementation of history within the curriculum is founded upon a structured approach that prioritises the identification of knowledge gaps. Assessment in history is conducted through Cornerstones, ensuring that any deficiencies in understanding are identified and subsequently addressed. This reflective process occurs on a lesson-by-lesson basis, allowing educators to build upon prior learning effectively. Our topics and themes are carefully designed to incorporate essential elements of the history curriculum, utilising the concept of 'Sticky Knowledge'. This approach not only enhances retention but also fosters a deeper understanding of historical contexts and significant events among students.

Early Years

Pupils embark on their historical journey by celebrating key milestones they have achieved thus far and reflecting on their personal life experiences. This reflective practice allows learners to draw meaningful comparisons between the present day and significant past events. Furthermore, pupils begin to explore the concept of time by creating simple timelines, which aid in sequencing events and notable moments. Engaging in sorting activities, they differentiate between past and present-day objects and events, fostering a deeper understanding of historical context and enabling them to connect their own experiences to the broader narrative of history.

Key Stage 1

Pupils will develop an awareness of the past by utilising common terminology associated with the passage of time. Students are expected to comprehend where key events and individuals fit within a chronological framework while identifying similarities and differences across various historical periods. They will engage with a diverse vocabulary of historical terms and cultivate the ability to ask and answer questions drawn from stories and other sources, demonstrating an understanding of significant events. Emphasising reflections on changes within living memory and beyond, including The Great Fire of London

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and the role of the Seaside at Margate, pupils will also explore the lives of notable figures linked to local, national, and international achievements.

Key Stage 2

In Key Stage Two, pupils will build upon their historical knowledge by making connections to their previous learning, effectively sequencing new information while integrating it into their existing historical timeline. The curriculum will encompass significant periods and events, including changes in Britain from the Stone Age to the Iron Age, and the influence of the Roman Empire on British society. Additionally, pupils will explore Ancient Greece, the settlements by the Anglo-Saxons and Scots, as well as the Viking incursions and the subsequent Anglo-Saxon struggle for the Kingdom of England. Further, they will investigate Ancient Egypt and the civilisations of the Mayans. A key focus will be a local study that examines the impact of the Second World War on the surrounding area, allowing pupils to engage with their local history and its broader implications within a national context. This comprehensive approach aims to foster critical thinking and a deep appreciation for historical narratives.

SEN

Implementing history in the classroom is all about making it engaging and accessible for everyone, including students with Special Educational Needs (SEN). To ensure inclusivity, it's essential to choose a variety of resources that cater to different learning styles. For instance, using stories, visuals, and interactive activities can help all students connect with historical events. Adaptive teaching is key; providing personalised tasks that match individual abilities enables SEN students to thrive. Additionally, fostering a supportive environment where all contributions are valued encourages participation. With the right approach, history can come alive for every student, expanding their understanding of the past.

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Impact

At St. Nicholas at Wade, pupils develop a broad understanding of how their lives are shaped by local, national, and global historical events. Our inventive history curriculum provides a framework for pupils to make sense of the world around them, encouraging them to ask thought-provoking questions and draw connections between significant events, reflecting on how these have influenced their locality and daily lives. We foster a genuine curiosity about the world they inhabit and the role they play within it.

Our high-quality history lessons are engaging and insightful, complemented by themed events and inspiring visitors. These experiences lay a solid foundation for understanding the complexities of our world, ensuring that when our pupils leave, they do so as thoughtful and reflective members of society amid constant change.

The effectiveness of our curriculum is evident in the outcomes of each lesson. As pupils progress, they learn and remember more through the revisiting of key knowledge and skills. We continuously develop timelines and hold reflective discussions, ensuring previous learning is integrated into an ever-expanding understanding of history. Our assessment methods, such as Cornerstones, allow us to tailor lessons to the needs of each cohort, reinforcing knowledge and skills throughout their educational journey.

Subject leaders evaluate the impact of our curriculum through dedicated 'Subject Weeks'. During these weeks, leaders engage in a comprehensive examination of their subjects, which includes book scrutiny, observing teaching, tracking planning, and conducting pupil conferencing. This thorough approach enables leaders to ascertain the effectiveness of the planned curriculum in enhancing pupils' knowledge, understanding and outcomes in line with the endpoints. The process provides a 360-degree perspective on the intent behind the curriculum, allowing leaders to make informed decisions and strategically plan for subsequent steps to optimise educational outcomes for all students

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