



## West Park CE Primary Subject on a Page- History

### INTENT- What pupils will learn at West Park?

Fire children's curiosity about the past in Britain and the wider world.	Gain a coherent knowledge and understanding of Britain's past and that of the wider world.	Support pupils to gain a deeper understanding of the rich history of their locality.	Enable pupils to develop a chronological framework for their knowledge of significant events and people.	Equip children with the skills to investigate the past, and how they can best evaluate historical claims, arguments and accounts.	Equip children with the skills to compare historical sources of evidence, to construct views about the past.
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### IMPLEMENTATION- What teaching activities are planned at West Park?

<p><b>Planning-</b> History at West Park C E Primary follows the National Curriculum objectives and is taught in units and builds on previous knowledge so children can achieve depth in their learning. Units have been carefully planned using the whole school history overview to ensure children build on prior learning and make links between units. Each class has a floor book and uses this throughout the year to embed and link their learning.</p>	<p><b>Recording-</b> Tapestry is used in EYFS to record historical experiences. In KS1 and KS2 whole-class learning is recorded in floor books. The date, enquiry question and key vocabulary are recorded for each lesson. Children's work includes photographs of activities, pupil voice and written work. Children refer to the floor book regularly to support retrieval. In KS1, individual learning is recorded in 'Foundation Books' and in KS2 'Humanities Books'.</p>
<p><b>Assessment-</b>History is assessed at the end of each half-termly unit using an assessment grid and a RAG rating for each objective planned and taught, with names of GD and WTS children added in a separate column (in line with each of the other foundation subjects). Additionally, the use of an overarching question, to guide each unit, is regularly referred to throughout the unit and opportunity is given for pupils to answer this as a summative assessment.</p>	<p><b>Vocabulary-</b> The history overview shows a clear progression in the development of historical vocabulary across the school. For each year group, the key vocabulary is recorded on each unit plan, and for each lesson. Evidence of the key vocabulary for each unit can be seen in the class floor books and is regularly shared throughout the lessons. Children are encouraged to record this in their own learning books and in Floor books.</p>
<p><b>EYFS-</b> Our children's journey in history starts in EYFS, this is reflected in our history curriculum overview. Chronological knowledge begins in EYFS with the children looking at their own timeline. Books and stories are carefully chosen to provide children with an understanding of the past. Teachers support the children with the development of historical language. Tapestry is used to capture activities and experiences.</p>	<p><b>Enrichment-</b> We have a wide variety of enrichment activities across KS1 and KS2. The children as part of their West Park history journey will have visited, Arundel Castle, Butser Farm, Fishbourne Roman Palace, Canadian War Memorial and Ferring Pill Box. They will have had experience days such as The Great Fire of London theatre visit, toy workshop, Egyptian workshop, a Suffragette workshop, a WW2 evacuation day, a Greek Day, Mayan workshop and a visit by Sarah Nathaniel about the Commonwealth War Graves.</p>
<p><b>Adaptation-</b> All learning activities can be adapted to enable learners of all abilities to demonstrate their understanding. The adaptations employed are clearly identified on plans and are evidenced in pupils' engagement within lessons. Examples of adaptations can include providing alternative ways of recording their learning, or even in more suitable environments (e.g. The Willows).</p>	<p><b>Values-</b> Let your light Shine. (Mathew 5:14-16)  <b>Teamwork-</b> Collaborative learning e.g. research, role play, group work/Team work  <b>Independence-</b> ask their own questions, follow own lines of enquiry (research)  <b>Faith</b> different belief systems represented in different cultures and periods studied  <b>Creativity</b> artwork and historical fiction relating to the periods studied.</p>

### IMPACT- What will pupils remember and be able to do?

Children will love learning history and will have a deep and broad knowledge of local, British and world history.	Pupils will ask perceptive questions about the past, thinking critically, developing their perspective and judgements about the past.	Children will gain a deeper appreciation for the history within their own locality of Worthing, connecting this to Britain and the wider world.	Children will understand chronology, making links across the time periods they study.	Children will be able to evaluate the reliability of historical sources.	Children will know how to use historical sources to enable them to research their own lines of enquiry.
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