

Curriculum Intent: Walking Tall in History

<u>We will ensure that all children are able to achieve in their education.</u>	<u>We will raise aspirations and maintain an ambitious culture.</u>	<u>We will work in a positive, collaborative way with all stakeholders.</u>
<p style="text-align: center;"><u>Achievement</u></p> <p><u>How do we ensure that all children are able to achieve in History?</u></p> <p>Our History curriculum involves engaging pupils in investigating questions about people and events in the past in order to enable them to better understand their lives today, making for more informed and enlightened citizens.</p> <p>We have established a curriculum that is aspirational, logical and progressive, allowing children to build upon previously learnt knowledge and skills.</p> <p>Through the study of History pupils develop a wide range of critical thinking skills which enable them to understand the contested nature of knowledge and to distinguish between ‘fact’ and subjectivity when it comes to reaching a conclusion and making judgement about the past. To do this they need to demonstrate the skills of curious learners (linking to our ‘Seven Super Powers’), and be able to ask and answer questions, research, sift through evidence and argue their point of view.</p>	<p style="text-align: center;"><u>Ambition</u></p> <p><u>How do we raise aspirations and maintain an ambitious culture in History?</u></p> <p>Through our History curriculum, pupils become adept at critical thinking, the use of specialised vocabulary and their grasps of subject concepts.</p> <p>Our curriculum allows pupils to consider how the past influences the present, what past societies were like, and what beliefs and cultures influenced people’s actions.</p> <p>Learners know and understand significant aspects of history in Britain and the wider world. They understand significant aspects of history in Wallsend too including our world leading contributions to the ship building industry, our history of coalmining and how the Romans contributed to our story.</p> <p>They understand historical concepts, make connections, draw contrasts, analyse trends and frame historically valid questions.</p> <p>Field work takes place across the curriculum. This supports the learning and brings that learning close to home through carefully chosen visits from within or locality. It enthuses and engages the pupils and builds ‘Cultural Capital’.</p>	<p style="text-align: center;"><u>Collaboration</u></p> <p><u>How do children work in a positive, collaborative way in History?</u></p> <p>Children are provided with a variety of opportunities to engage in collaborative learning. Pupils are encouraged to take part in whole class, small group and paired discussions to allow them to share their ideas and listen to other’s opinions.</p> <p>Good communication and collaboration (again drawing from our ‘Seven Super Powers’) allows learners to understand ideas and concepts more deeply and this is a key feature of teaching and learning in History.</p> <p>Wherever possible we provide our pupils with a range of historical evidence including narratives, paintings, photographs, artefacts, visitors and visiting the places of interest enrich their learning and enthuse all learners.</p> <p>Similarly, we provide varied and differentiated ways for pupils to record the outcomes in their work including the use of ICT, annotated diagrams, improvised drama and the application of a wide range of writing genres.</p>