



### History

'Life is divided into 3 terms; that which was, which is, and which will be. Let us learn from the past to profit by the present and from the present, to live better in the future.'

William Wordsworth

#### Intent

At Treloweth, we endeavour to teach History and historical enquiry within an ambitious broad and balanced curriculum. Our intention is for History to ignite children's curiosity and awareness about the richness of our own local area, Britain and the wider world.

Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. Through the teaching of History, children develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people and how History has been interpreted by different people at different times.

Our curriculum aims to ensure pupils:

- gain a coherent knowledge and understanding of the past,
- are encouraged to ask perceptive questions, think critically, weigh evidence, debate, and develop perspective and judgement,
- begin to understand the complexity of peoples lives, the process of change, the diversity of societies and relationships between different groups as well as their own identity and the challenges of their time.

#### Implementation

Planning is informed by and aligned with the National Curriculum. History is taught weekly during alternate half terms (alternating with Geography); the sequence of learning is carefully mapped between year groups to ensure progression throughout the school. Teachers reactivate prior knowledge; this embeds and consolidates pupils understanding of History and its impact on society.

Small step sequential planning maps lessons to ensure that they build progressively from one lesson to the next, deepening their knowledge and understanding. Key subject specific vocabulary is progressively taught across the school and is expected to be used in both verbal and written responses.

Our History curriculum is designed to ensure appropriate diversity through the significant figures and cultures that children learn about. Teachers cater for varying needs of all learners, differentiating activities where necessary and challenging appropriately through 'red questions'.

By the end of Year 6, children will have a chronological understanding of British History from the Stone Age to present day. They will be able to draw comparisons and make connections between different time periods, their own lives, world History and ancient civilisations.

	<p>Teaching promotes the use of pictures, photographs, film clips and historical evidence to stimulate curiosity and discussion. Learning is made significantly more memorable due to our carefully planned and well-resourced lessons, trips, educational visitors and workshops.</p>
<p>At a glance</p>	<ul style="list-style-type: none"> <li>• National curriculum guiding principles inform year group subject mapping documents</li> <li>• History is mapped across year groups in small sequential steps and end points identified (to know, do and experience)</li> <li>• Treloweth ½ term Progression Documents plot sequential small steps</li> <li>• Each year group has 2 major units to study</li> <li>• Lessons activate prior knowledge, introduce, use and apply specific vocabulary</li> <li>• Information for parents can be found in ½ term overviews</li> <li>• Examples of work can be found on class website pages, newsletters and display</li> <li>• Links to other subjects include: Science, Geography, Maths, Art, English, RE, Music, PE</li> </ul>