

# Willow Tree Academy



- History Statement of Intent -

## Statement of Intent:

At Herringthorpe Junior school, part of Willow Tree Academy, we strive to inspire a **curiosity** within our children with the intentions of this lasting a lifetime, whilst continuously developing **awe and wonder** in their learning. History shapes who we are and it is in every family story, every building, every painting, map or new archaeological discovery. We truly believe that by helping children understand history, it gives them a better understanding of the world, of ourselves, of different places and people that are around us.

At the heart of our curriculum, we offer children **outstanding** history teaching to support children in developing an excellent understanding of British history, local history and that of the wider world. Our curriculum begins with our own starting points before reflecting on events of the past and how they've influenced the modern world. We work hard to provide an excellent and varied curriculum that interests and intrigues our children, while meeting the needs of all backgrounds, cultures and abilities. Our topics are designed to ensure that children are able to develop **knowledge and understanding** (including chronology) alongside skills of **enquiry and interpretation**. Through this, we encourage children to generate their own topic 'Big Question' which allows them to be accountable for their own learning pathway and journey. We believe that this is highly important in ensuring children retain the depth of knowledge they need.

Throughout our history lessons, we instil a love of history in all of our children and offer them a **profound primary experience**. We therefore encourage our children to think and behave as **historians and archaeologists**. To support children with this, we build in exciting **first-hand experiences** ranging from real artefacts, maps, pictures and many more primary and secondary resources. Through engaging learning experiences, children are able to develop their enthusiasm and passion for the subject. These experiences include the use of drama, in particular, local trips and residential to support learning. Our curriculum ensures that each school has **strong local history elements** which highly focus on events, places and people significant to the local area.

The 2014 National Curriculum for History aims to ensure that all children:

1. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world



2. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
3. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
4. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
5. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
6. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **Implementation:**

The history curriculum is mapped out in a scheme of work that ensures coverage of the four key strands across year groups 1-6. This is linked to key topics and themes covered in a two year cycle across the academy.

- Children will develop a sense of chronology learning about changes over time and placing events onto a timeline. Therefore, children are expected to build on previous knowledge and begin to understand how events have impacted on their world. They have opportunities to interpret and investigate using a variety of sources of evidence.
- Our history topics are purposely designed to be relevant to our children in our school. Therefore history topics are not taught chronologically from Y3-Y6. As a result of this, timelines that showcase key events in British History have been implemented in all classrooms where children are able to refer to key dates and revisit previous knowledge learnt.
- Children will develop knowledge and understanding of similarities and differences between the past and present and will continually develop their vocabulary in order to make sense of their experiences.
- Teachers will deliver a creative and engaging curriculum which is carefully planned to ensure that children develop a love for history. This means that children are fully engaged with local history and will benefit from links with the local area and the community.
- We believe in ensuring children are fully immersed and engaged in our curriculum. Theme days such as dressing as Victorians and having a VE day in school help children to receive a deeper understanding about what life was like in the past.



- All teachers will ensure that there are enrichment opportunities in and out of the classroom. Children explore immersive learning environments and experience role play opportunities that bring their learning to life.
- Parents will be involved in history learning through workshops, home learning challenges and through the sharing of knowledge organisers that will support them with learning at home.
- All teachers will receive regular CPD throughout the year to ensure outstanding teaching and learning.
- Our curriculum guarantees that this knowledge is transferred through other subjects and that children receive high quality education that is cross curricular in all areas.

Children access educational visits to historical sites and learn from visitors that are invited into school. Children are able to view and handle historical artefacts in workshop activities and artefacts are loaned to school. For each history theme or topic teachers prepare knowledge organisers to provide children with key facts about historical events and significant people. These are used by children to support learning in the classroom. Delivery of the history curriculum is supported by meaningful use of ICT. Children interpret information, research and investigate historical themes. They explore Encarta and use powerpoint presentations to record and present their learning. Children explore historical themes and eras using interactive timeline software and role playing software.

### Whole School Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	What makes me, me? Family History	Why do the leaves fall off the trees?	What do I want to be when I grow up? Images from the past.	How does your garden grow?	Traditional tales. What makes a happy ending? Stories from the past.	Traditional tales. What makes a happy ending? Stories about the past.
Y1/2 (Cycle 2)	Little people, big dreams	Little people, big dreams	Great Fire of London	Great Fire of London	Waste not, want not	Waste not, want not
Y3 <i>YEAR 2 of Y3/4 CYCLE</i>	Victorians making history	Victorians making history	Made in South Yorkshire	Made in South Yorkshire	Farm to fork	Farm to fork
Y4	Time travellers/stone age to bronze age	Time travellers/stone age to bronze age	Equality	Equality	Medical breakthroughs	Medical breakthroughs
Y5	Stargazers	Stargazers	Tudors	Tudors	Shipwrecked/extreme weather	Shipwrecked/extreme weather
Y6	Coastal Invasions/Vikings	Coastal Invasions/Vikings	World War 2	World War 2	What makes me, me?	What makes me, me?

Covered in Black History Month

Civil rights and equalities

Ancient and World History

British History

### Enrichment:



At Willow Tree Academy, our curriculum goes above and beyond the National expectations, through our **cultural offer**. Children are exposed to a variety of cultural opportunities that ensure learning is **memorable and valuable**.

**Some of the enriching experiences include:**

- Topic-linked texts with factual value
- Celebratory events linked to historical anniversaries through assemblies, local community partnerships and home-school learning projects
- Topic-linked dress-up days (e.g. VE Day Celebration, Victorian Days)
- Promoting British Values, exploring how modern Britain was informed by it's past
- School library service (workshops, books and artefacts)
- Rotherham Shakespeare festival (Showcase for parents at Civic Theatre)
- Visit to Discovery centre, Longshaw (What a Wonderful World)
- Visit to Sheffield Cathedral and vaults (The Great Fire of London)
- Visit to Conisbrough/Bolsover Castle (Towers, Tunnels and Turrets)
- Visit to Sheffield Hallam University/ Kelham Island (Steel City)
- Residential to Castleton/ Clifton Park Museum/ Abbeydale Industrial Hamlet (Victorians Making History)
- Residential to Ilam Hall/ Sherwood Forest (Man or Myth)
- Visit to Eyam (Perilous Plague)
- Residential to Stratford-Upon-Avon (What a Performance! - Shakespeare)
- Visit or workshop with a planetarium experience (Stargazers)
- Residential to Northumberland/ Visit to Filey (Coastal Invasions - Vikings)
- Educational Visits to Churnet Valley (Evacuee Day)/ Steam Train (How Does War Change Lives?)
- Promoting diversity within history and celebrating Black History Month
- Outside Agencies involved (Stone Age Escape Room)
- School Visits linked to our local area

**Impact:**

At Herringthorpe Junior School, part of Willow Tree Academy, we deliver an engaging, high quality history curriculum to ensure that children are equipped with excellent historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We believe in the importance of children fully engaging with the local history and therefore we make it a priority to develop links with the local area and the community. Ensuring that children have close links with the area they come from, enables them to thrive in the history curriculum and develop a deeper historical understanding. We take pride knowing that children are developing not only their understanding skills, however also their ability to question the wider world. In doing so, children are able to explain their understanding and views about events in the past and are able to securely interpret and investigate their views further. Through our fantastic educational visits and interactions with experts, children are able to receive first hand experiences. We believe that this is a vital part of teaching history as it enables our pupils to have a wider understanding beyond the simple facts and figures, of the historical events, people and places that shaped where and who we are today. These experiences engage, immerse and allow children to be transported to the past, allowing history to be more understandable. Pupil voice responses are key to developing



our teaching and learning of history. As a result of this, children are confident that school listens to their views about history and they have developed confidence in speaking about their learning. Furthermore, pupil voice gives children an agency that allows them to make their own choices during learning.

