



Curriculum statement for History

Subject aims: what do we want the children to learn and why

At the Whipton Barton Federation, we aim to teach the children a range of historical knowledge and skills that give them a coherent and progressive understanding of the history of Britain and the wider world. It is important to us that the content of the subject inspires enquiry, curiosity and enthusiasm to know more. They will become skilled in building new knowledge upon previous learning and compare units of study. By the end of their time in year 6, children will confidently vision themselves as historians and will have a deep and secure understanding of chronology and the process of change, as well as how this links to their own lives and identity.

How the subject is organised and taught

For each unit of work, class teachers will work from knowledge organisers. These are referenced to throughout the unit (to the children) and will be the basis of each lesson taught. These knowledge organisers will state what the children should already know (based on previous units) as well as explicitly state the intended new knowledge for the current unit. Each year group will have at least 3 units of history a year (parallel to geography/science units). We base the themes of the units on the National Curriculum guidelines and have organised these based on how well they complement both the year group, as well as the units that have been taught before. Our units are planned to ensure progression and continuity in the knowledge and skills of history throughout their time with the federation.

What subject-specific characteristics do we want children to develop?

We aim to enable children to develop skills in asking perceptive questions, thinking critically, weighing evidence through use of sources, giving arguments, and developing perspective and judgement. Our carefully organised curriculum asks children to build upon the knowledge/skills that they have acquired in prior years and use these to aid their current/future learning. This will be particularly apparent in their understanding of chronology, as this will become more secure as the children develop as historians through the school. As mentioned, enquiry forms the basis of many of our lessons and children will become equipped with the skills needed to formulate and refine questions based on these lines of enquiry. As well as this, our children will become more confident in communicating their ideas of these enquiries and discuss/debate these with their teachers/peers.