



### **Intent**

Wooden Hill children will develop a desire to discover events of the past and uncover their impact on the world today. In EYFS, pupils will learn more about the world around them. They will be able to remember and vocalise basic historical facts and interpret these by drawing on historical evidence and reliable sources to fulfil a line of enquiry. They will do this through play in a child-led way.

Pupils will refer to timelines throughout their time at Wooden Hill, consistently putting historical periods and events into context with prior learning and their own understanding and experiences.

In EYFS, pupils often discuss life at home and the relationships between traditions, events and celebrations in the wider world. Cross-curricular links are often made with history woven into literacy units strengthening schemata.

The children can articulate similarities and differences between life today and life in various parts of the world throughout the time periods covered. They will demonstrate an awareness of what life would have been like prior to their existence and empathise with people of different generations and circumstances.

We will support the children to appreciate that learning about the past is an opportunity for us to learn from previous mistakes and ensure that we are moving forward. History teaching will develop understanding around traditions and cultures and the foundations and explanations behind them, putting these into contexts and consequently widening pupils' knowledge of the world around us.

Knowledge Organisers are used to set out key facts, dates and vocabulary. Pupils are taught memory strategies to support their recall of key information. Pupils then test their recall and understanding by completing fact scavenger hunts, sequencing key events, having class discussions and debates, playing interactive games and completing low stakes quizzes, either independently, in groups or as a class.

Wooden Hill students will be exposed to a variety of high-quality educational experiences including immersive workshops and interactive lessons. We often invite visitors in to Wooden Hill and the pupils have the opportunity to dress up and take part in activities from a variety of historical periods, making their learning journey more tangible. Children are also exposed to engaging and enjoyable school trips and visit places such as Ufton Court.

For EYFS, looking back on what they have learned since starting school and focusing on their transition at the end of the year will allow them to reflect on their own personal experience of history.

## **Implementation**

History has been carefully planned across the school to maximise impact, develop secure subject knowledge and make links with Geography and other subjects. Our planning follows a pattern of looking at significant historical events locally, nationally and globally, discussing their impact on Britain and the wider world.

At all stages, the children are encouraged to think critically and reflect on past events. Key themes, such as transport and travel, inequality, technology and conflict, have been sequenced to ensure progression and secure understanding as pupils move up through Wooden Hill.

We assess History through pupils' independent written work, paired talk and whole class discussions, oral questioning, explanations using historical evidence and sources as well as a pupils' ability to recall key information and sequence it accurately. We differentiate assessment opportunities and ensure that every child is able to be a historian, regardless of written literacy level.

Oracy skills are practised throughout all History lessons, providing ample opportunities for pupils to discuss and share ideas in the form of group work, debates and whole class discussion.

Teachers have a high standard of subject knowledge and the history lead supports the teaching of the subject and ensures that staff feel confident to teach this area of the curriculum. At Wooden Hill, we use high quality sources through using the Historical Association for planning advice, resources and CPD.

Timelines are used throughout the school in all classes as a visual prompt to help link and sequence events. A whole-school timeline is currently in process. Historical units are driven by an enquiry question that requires pupils to apply their knowledge and use reasoning to answer it.

## **Impact**

Pupils can talk about major historical events and can provide reasons for how they have influenced the world around us today. Pupils can make explicit links and comparisons between different History units across year groups and subjects.

Pupils are excited about history and see themselves as historians. They like to share additional facts with the class that they have discovered independently. Pupils understand the value of learning about history and are looking forward to further historical study