



The Woodlands Primary History Curriculum

Our Vision

At Woodlands, we relentlessly strive to be 'Outstanding in All' in order to provide the best opportunities for the children in the community we serve.

We believe in a truly inclusive school where there are no barriers to participation and learning. We are ambitious in our drive to ensure all children achieve the highest outcomes. At Woodlands we believe in working collaboratively with our partners and stakeholders to enable all children to succeed.

Our Intent

Here at Woodlands Primary school, it is our aim to instil a love of History in all our children. History is all around us. The study of history ignites children's curiosity about the past in 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. From EYFS up to the end of KS2, the children will be taught about various historical events, where they take place within a historical timeline and famous historical figures, some of which have shaped the world today. Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Woodlands Primary is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.

Our Principles

1. Exposing pupils to a wide variety of experiences that ready them for the world beyond the classroom
2. Making history relevant, engaging and accessible to all.
3. Teach students robust, well-considered, substantial and validated knowledge that allows them to access key historical concepts and to be critical enquirers of the world around them.
4. Enabling pupils to see a coherent, big picture of history through a clear sequencing of the curriculum.



consequence of adopting these principles, Woodlands pupils will:

1. Have a broad knowledge and understanding of the past at local, national and global level.
 2. Be curious to ask and explore powerful questions of the past.
 3. Express opinions and develop judgement about the world that are rooted in evidence.
 4. Understand the processes of history and the historian's craft; be a detective and a storyteller.
 5. Develop a lifelong love of history that goes beyond the classroom.
 6. Have an understanding and appreciation of a diverse range of cultures, societies and values so that different voices are heard and celebrated.
 7. Have an awareness of the historic environments in the local community and links to wider issues.
- The Woodlands Primary School, the History Curriculum meets and exceeds the content of the National Curriculum, covering all aspects whilst also adding in additional concepts and a wider experience of places across the globe.



Curriculum Rationale

- The Woodlands History Curriculum is designed to inspire a curiosity of the past by exposing children to a rich, complex and diverse set of historical people, places and 'wow' moments. Children should build a developing and deepening range of substantive knowledge so they are increasingly able to build rich and detailed mental maps of the past and access rigorous disciplinary thinking.
- In Early Years and Year 1 the curriculum is centred around a developing understanding of the past, chronology and narrative. Pupils will begin to understand the ordering and sequencing of their own histories by focusing on the 'living memory' of their friends and families. Substantive knowledge is carefully introduced throughout Year 1 with a focus on 'National Events' that allow students to see history through the lens of both the rulers (Kings & Queens) and the 'ruled' (family history).
- In Year 2 students will begin to be introduced to substantive knowledge that will support their Lower Key Stage Two studies but also their Upper Key Stage Two studies. These units are carefully structured around three organisational factors (explorers, communication, heroes) to provide coherence and aid students in their developing understanding of chronology.
- Within each unit in Key Stage 1, learning is sequenced chronologically to support children's understanding of the order of events. In Year 1, this chronological approach takes place in reverse, with children moving from the recent past to further back in time through the (living) generations. In Year 2, as children start to study changes before living memory, the knowledge is explored in traditional (forward) chronological order, towards the present day.
- At Key Stage 2, the curriculum is narrative in structure, framed around a *chronological journey*, beginning with the Ancient World, weaving through the Anglo Saxon and Norman periods, through the Renaissance and culminating in the Twentieth Century.
- The coherence of substantive knowledge is ensured through the framing of the key Stage Two curriculum around recognisable canons of history'; 'rulers and ruled', 'everyday lives' and 'world history'. This is sequenced so that each year revisits the organising principle through a new but connected historical study.