



History at Westfields Junior School

At Westfields Junior School, we aim to provide children not only with historical knowledge but the skills to become historians. We aim to provide an exciting, enriching curriculum where the children are provided with hands-on, experiential learning filled with activities that provide the children with the opportunity to develop their skills and enhance their historical knowledge.

Lessons are planned using the 6-step approach to history enquiry in order to support the children when developing their understanding of historical concepts. This is deepened through the use of creative days and artefact boxes. We also plan to challenge the children to use their knowledge and to think critically about how past historical events have shaped our world and how we view them today.

Coverage

- Our curriculum will help children gain a coherent knowledge and understanding of Britain's past and that of the wider world
- Our coverage aims to inspire children's curiosity to know more about the past.
- Through KS2, children begin each topic developing their understanding and knowledge of chronology.
- Through well-planned lessons, they develop their knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. For Year 3, the children first learn about the Stone Age through to the Iron Age and end the year learning about the Ancient Egyptians, making links between the periods of history studied. In Year 4, the children begin learning about the Ancient Greek civilisation and then focus on the Romans and the impact and legacy left in Britain. Year 5 focus on the time after the Roman reign, learning about the Anglo-Saxons and Vikings following this with a study of the Maya. At the beginning of Year 6, the children study WW11 and develop their knowledge and understanding of the monarchy through their themed study.
- Through the topics, the children note connections, contrasts and trends over time and develop the appropriate use of historical terms. They address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources including artefact boxes.
- This is achieved through our 6-step approach to enquiry where the teacher motivates children to want to learn and scopes the enquiry, information is then collected and children make sense of the ideas, processing the information, drawing their own conclusions, making their own meaning. Their understanding is checked, developed or refined and children respond through tasks designed and set.

Progression

- In Year 3 we begin with the Stone Age and the Ancient Egyptians. In Year 4 the Ancient Greeks and Roman topics, further develop the children's understandings of chronology and how different civilizations follow up or cross over each other. In Year 5 the topics of Anglo Saxons and Vikings and studying the Mayan civilisation begins to weave the previous learning together to help the children understand the importance and relevance of different time periods and their impact on modern times. Finally, Year 6 finish with studying World War II and complete a thematic study using Royalty. This uses the children's knowledge of previous civilisations and uses their historical skills they have learnt throughout their time at Westfields.
- As well as knowledge, the historical skills and concepts are also carefully planned to ensure that they are taught at an appropriate level. They also build on each other year on year to ensure that by the time the children leave Westfields Juniors they not only have the historical knowledge required, but the skills to become historians and think critically about the past.

Enrichment

- Year group creative days (Year 3 - Stone Age, Year 4 – Ancient Greeks, Year 5 – Anglo-Saxon and Viking day, Year 6 - World War 2)
- Day trips (Year 3 – Butser Farm & Year 6 - Winchester Museum)
- Residential (Year 4 – Residential to Ufton Court for the Romans)
- Artefact boxes (Year 3 - Stone Age, Year 4 – Romans, Year 5 - Mayan box)

Cross-Curricular Links

- Year 3 – Stone Age links to Science and the topic of rocks. The Ancient Egyptian topic links with Art and with Geography.
- Year 4 – The Ancient Greece topic links to Dance in PE as well as Art with Ancient Greek art work. Romans links to Maths with Roman numerals, Geography with the topic on Italy and DT with the pasta project.
- Year 5 – Anglo Saxons and Vikings links to dance in PE and bread making in DT. The topic on the Maya links to the Geography topic on Mexico, Art projects and the DT project upcycling t-shirts into Mayan inspired cushions.
- Year 6 – WW11 links to DT with the shelter project. The 1940s is used as inspiration for dance in PE as well as music.
- English – History topics are linked to English Curriculum with the literature spine for both reading and writing.

Assessment

- We follow the 'Six Step' approach to history enquiry with consolidation lessons to assess the children's learning.
- Whole class and verbal feedback.
- Use of Knowledge Organisers.
- Use of retrieval practice at the beginning and end of lessons.
- Use of quizzes, starter & plenary activities and written assessment tasks.
- Teacher assessment, self-assessment and peer assessment of activities and tasks.
- Referral to the progression document.
- Completion of the History Foundation Subject Assessment document identifying children not achieving expected standard and those exceeding.

Inclusion and Challenge

- Everyone has access to the History Curriculum.
- Key vocabulary is shared and discussed through the use of Knowledge Organisers and discussed throughout lessons.
- Key skills are modelled by adults and children.
- Retrieval practice promotes deeper knowledge.
- Key questions develop a deeper level of thinking.
- Secure teacher subject knowledge promotes support and extension through teaching approaches and strategies, task design and differentiation.
- To support and challenge children, differentiation will include: self-selection and tiered activities; resources and scaffolds; differentiation through outcome; adult support and peer-support.
- Creative Days, artefact boxes and the history explorer's toolkit book enable children to gain a clearer understanding of eras being studied using experiential learning using physical resources as well as extend thinking.
- Through writing, speaking and listening, drama and art tasks, children not only learn historical facts but use it in different ways to deepen their knowledge and use of historical skills.