

Our History Curriculum

<p style="text-align: center;">Intent</p>	<p style="color: red;">Anchored in the community; a place to belong, a world to explore</p> <p>Our history curriculum is immersed in our locality. This gives our children a greater sense of identity and belonging. We make links with our community and our rich stories from the past. We also aim to develop a sense of our place within history by exploring other cultures and civilisations.</p> <p>This inclusive and diverse curriculum aims to ensure all pupils feel seen, heard and represented in the history they learn. We aim to instill a sense of belonging and understanding of the world's diverse past.</p>
<p style="text-align: center;">Implementation</p>	<p>Our history curriculum is carefully designed in line with the National Curriculum to provide a rich, engaging, and progressive learning journey for all pupils, fostering a coherent and chronological understanding of British and wider world history. We begin by fostering a strong sense of place and identity through local history, using the unique setting of Wells-next-the-Sea in Norfolk as a living classroom. Pupils explore the heritage, stories, and historical events connected to their own community, such as the impact of the railway, World War II evacuees, and coastal life. This local focus helps children develop key historical skills—such as enquiry, rigorous source analysis, and chronological understanding—in a meaningful context. Through these studies, children also begin to grasp abstract historical terms relevant to their local context and understand continuity and change within their own locality.</p> <p>To deepen understanding and inspire curiosity, we enrich learning with educational visits to local museums, historical sites, and community landmarks in Wells and the surrounding Norfolk area. We also welcome visitors such as local historians and storytellers who bring history to life through personal experiences and expert knowledge, demonstrating how different interpretations of the past are constructed. Carefully selected key texts and stories complement our teaching, ensuring that children engage with diverse perspectives and narratives that make history accessible and memorable.</p> <p>Building from this strong local foundation, pupils then broaden their horizons by studying significant aspects of British history as a coherent narrative, from the earliest times to the present day, exploring how people's lives have shaped this nation and its influence on the wider world. This is seamlessly integrated with the study of wider world history, including ancient civilizations</p>

	<p>and significant global events, ensuring a comprehensive understanding of human achievements and follies. This progression allows children to connect their local knowledge with national and international contexts, developing a deeper appreciation of the diversity, complexity, and interconnectedness of the past. We explicitly teach and reinforce historical concepts such as cause and consequence, similarity, difference, and significance across all periods of study.</p> <p>Through this thoughtfully sequenced and immersive approach, our pupils develop not only secure historical knowledge and a deep understanding of historical concepts and methods of enquiry, but also empathy, critical thinking, and a lifelong love of history."</p>
Impact	<p>Know more Children's prior knowledge is discussed before a new sequence of learning is taught. This includes knowledge, vocabulary and a link to chronology. The knowledge and vocabulary to be learnt within a sequence of learning is set out in the knowledge organisers. Medium term plans are based on age related knowledge and skills which is set out in the History Progression Map. The progression map includes the following:</p> <ul style="list-style-type: none"> - Chronological understanding of British, local and world history - Knowledge and understanding of events, people and changes - Historical interpretations - Historical Investigations - Presenting, organising and communicating <p>Historical concepts are fostered by making links to other previously taught or known areas of history. For a small minority, work is differentiated/supported so that children can access the content at their ability.</p> <p>Do more Visits or visitors enhance knowledge about a sequence of learning. Primary resources are used where possible. Secondary resources, including I.T., are used and encouraged for use at home. Whole academy focus days such as Remembrance Day allow for the opportunity to extend knowledge. Opportunities are given at the end of each sequence of learning for children to apply the knowledge they have been taught.</p> <p>Remember more At the beginning of each unit, teachers make explicit reference to previous learning including vocabulary and chronology.</p>

	<p>Lessons are practical wherever possible as active engagement/involvement is more likely to be committed to long term memory.</p> <p><i>Children are taught to use their knowledge organiser to jog their memory.</i> These are used within children's individual project books as well as being sent home at the beginning of a sequence of learning.</p> <p>Quizzes are used to assess learning. The results from these are used to inform future planning.</p>
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