Walwayne Court
Primary School

History Curriculum

At Walwayne Court, history aims to inspire curiosity about the past, develop knowledge of significant events, people, and societies, and equip pupils with the skills to think critically about how history shapes the present and future. Our curriculum ensures pupils can investigate, interpret, and understand historical sources and contexts.

Our approach is guided by our school values of **Achieve, Belong, and Engage**:

- **Achieve – Aspiration and Perseverance:** Pupils develop ambition and resilience as they investigate complex historical questions, evaluate evidence, and present their conclusions.
- **Belong – Kindness and Collaboration**: Pupils learn to work respectfully with peers during research projects, debates, and group enquiries, sharing ideas and perspectives.
- **Engage – Curiosity and Creativity**: Pupils explore historical events and societies with curiosity, using creative approaches to interpret sources, artefacts, and narratives.

Implementation

The History curriculum is carefully sequenced to build knowledge and skills progressively. Pupils start with understanding themselves, their families, and local history before exploring national and world history. Key periods studied include ancient civilisations, the Romans, the Vikings, the Egyptians, the Greeks and significant world events. Learning is designed to develop chronological understanding, knowledge of cause and consequence, and the ability to compare and contrast different periods.

Teaching strategies include:

- **Source analysis** – examining artefacts, photographs, documents, and digital records
- **Storytelling and role play** – helping pupils empathise with historical figures
- **Research projects and timelines** – developing enquiry and organisation skills
- **Fieldwork and visits** – local museums, historical sites, or virtual tours to contextualise learning
- **Discussion and reflection** – enabling pupils to articulate ideas and evaluate historical interpretations

Adaptations for learners can include:

- **SEND:** Visual timelines and tactile resources, simplified text, scaffolded source analysis, structured group work, adult support during research activities.

- **EAL:** Key historical vocabulary taught explicitly, visual aids and labels, practical demonstrations of events or processes, use of technology, collaborative discussion to support language development, scaffolding for written tasks.
- **Disadvantaged pupils:** Access to resources, enrichment activities such as museum visits or virtual tours, scaffolded guidance, and group or adult support for research, note-taking or presentations.

Assessment is integrated through questioning, observation, written work, presentations, timelines, and source evaluations. Teachers use assessment to adapt teaching, provide support or challenge, and ensure progression. Pupils are encouraged to self-assess and reflect on their learning, developing independence and critical thinking. Teachers regularly review and refine their teaching approaches to keep students engaged and help them progress academically and personally.

History is taught in a stimulating environment where pupils feel confident to ask questions, share ideas, and debate interpretations. Collaborative learning and respectful discussion develop social skills and a sense of belonging, reinforcing school values throughout historical enquiry. History enables pupils to link to the wider community and world through going on trips, welcoming visitors and enjoying virtual opportunities.

Impact

Through this curriculum, pupils develop a secure understanding of key historical periods, concepts, and events. They gain skills in chronological reasoning, source analysis, interpretation, and communication. Pupils can explain cause and consequence, make connections between past and present, and appreciate diverse perspectives and cultures.

Pupils demonstrate **aspiration and perseverance** in research, **kindness and collaboration** in group work, and **curiosity and creativity** in investigating and presenting history. Inclusive teaching ensures all pupils make progress from their individual starting points.

By the end of primary school, pupils leave with a strong foundation in historical knowledge, the skills to analyse and evaluate evidence, and the confidence to engage with history as curious and reflective who can think about the past as well as the future.