

Sledmere and Wetwang Federation

Whole School Coverage Map – History

At Sledmere and Wetwang Federation our **intent** in History is to provide a high-quality history education which will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.

Our **intent** is that all children:

- Achieve their potential.
- Experience high quality teaching and learning at all times.
- Are inspired by our teaching.
- Are curious to know more about the past.
- Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

We **implement** our History curriculum through:

- In EYFS, we implement History through exploring key historical vocabulary and learning key calendar events, remembering our learning through vocabulary floor books. We follow children's interest but promote further challenge through adult interactions and by providing books to learn about historical events.
- Our curriculum sequence of Assess, Teach and Re-assess.
- Visits and experiences focusing historical knowledge and skills.
- High quality modelling and scaffolding of History skills in order for all children to achieve excellence.
- Nurture and relationships allow adults to support children to experiment and challenge themselves.
- Learning journeys that reflect what is being taught.
- Learning that is high quality, showing a range of History and evidence the highest expectations.
- Learning across the curriculum is sequentially planned to build on knowledge and skills.

The **impact** of our History approach is children understand our past and their ancestors. They are passionate about History and its significance today. It helps them to understand their lives and the challenges of their time.



(Due to our school context of mixed-age classes it is not always possible to teach History chronologically. We are careful to make links with previous learning, to make clear links with other subject areas and to immerse our pupils in the rich vocabulary associated with the study of History.)

Mastery

Independence - Expecting pupils to show initiative, not just in their research but also in applying ideas that have already been covered.

Confidence - e.g. when finding solutions to historical problems and mysteries. Rather than being fazed by a paradox, they thrive on trying to resolve the puzzle e.g. why the Mayan empire came to an end so abruptly .

Application - to a range of different periods of history (comparing Ancient Egypt with other ancient societies to see what things they had in common) and to other areas of the curriculum .

Authority - opportunity to evaluate and critique others' work e.g. summarising the achievements of the Ancient Greeks.

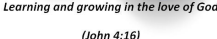
Command - ability to synthesise lots of disparate pieces of information and bring them into a coherent shape e.g. lesson on World War Two when pupils have to be museum curators deciding which items best illustrate the hardships of WW2. Hard choices require deep thinking.

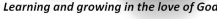
Re-visiting - earlier periods of the past to make connections over time. How similar were the Stone-Age weapons we studied in Y2/3 compared with the Anglo-Saxon, Viking and Norman ones we are looking at in Y4/5/6?



FS2

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Historical Questions

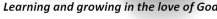
Historical Vocabulary



Learning and growing in the love of God

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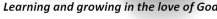
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Year 3

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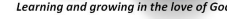
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Learning and growing in the love of God

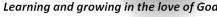
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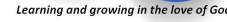
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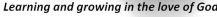
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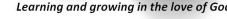
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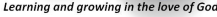
Year 6

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