



## History Curriculum Offer

<b>Intent</b>	<p><b>Purpose:</b> Pupils will develop a desire to discover events of the past and uncover their impact on the world today. In EYFS, pupils will discuss why people celebrate different occasions (such as Chinese New Year, Pancake day and Easter) and compare them to their own family customs. Pupils will be able to remember and present important historical facts and interpret these by drawing on historical evidence and reliable sources to fulfil a line of enquiry.</p> <p><b>Relationships:</b> Pupils will refer to timelines throughout their time at Uplands, constantly and consistently putting historical periods into context with prior learning and their own lives. In EYFS, pupils often discuss life at home and the relationships between traditions, events and celebrations in the wider world. Cross-curricular links are often made with other subjects such as Art and Geography.</p> <p><b>Impact:</b> Pupils will be able to articulate similarities and differences between life today and life in various parts of the world throughout the time periods covered. EYFS will explore significant festivals throughout history that we continue to celebrate today such as Harvest, Diwali, Guy Fawkes Night and Christmas. Pupils will demonstrate an awareness of what life would have been like prior to their existence and empathise with humans of different generations and circumstances. Pupils will begin to appreciate that learning about the past is an opportunity for us to learn from previous mistakes and ensure that we are moving forward. History teaching will develop understanding around traditions and cultures and the foundations and explanations behind them, putting these into context and consequently widening pupils' knowledge of the world around us.</p> <p><b>Metacognition:</b> Knowledge Organisers are often used to set out key facts, dates and vocabulary. Pupils are taught memory strategies to support their recall of key information. Pupils then test their recall and understanding by completing fact scavenger hunts, sequencing key events, having class discussions and debates, playing interactive games and completing low stakes quizzes, either independently or as a class. Units are driven by either a key question of enquiry at the beginning of a unit or a clear outcome for the end of the unit. These are discussed with pupils throughout the unit.</p> <p><b>Experiences:</b> Pupils are exposed to a variety of high-quality educational experiences including immersive workshops and interactive lessons. Visitors come to Uplands and the pupils dress up to take part in activities from a certain historical period, making their learning journey more tangible. Pupils are also exposed to engaging and enjoyable school trips and visit places such as Ufton Court and the Reading Museum. For EYFS, looking back on what they've learnt since starting school and focusing on their transition at the end of the year will allow them to reflect on their own personal experience of history.</p>
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<b>Implementation</b>	<p>History has been carefully planned across the school to maximise impact, develop secure subject knowledge and make links with Geography. Planning follows a pattern of looking at significant historical events locally, nationally and globally and discussing their impact on Britain and the wider world. Key themes, such as transport and travel, inequality, technology and conflict, have been sequenced and repeated in our curriculum, to ensure progression and secure understanding as pupils move up the school.</p> <p>History is assessed through pupils' independent written work, paired talk and whole class discussions, oral questioning, explanations using historical evidence and sources as well as a pupils' ability to recall key information and sequence it accurately.</p> <p>Pupils are considered to be GDS if they are able to apply key historical skills and knowledge and explain the impact and reasons behind key moments with increasing complexity. They are also able to compare life now to life in the past, developing an understanding of concurrent global events, noting similarities and differences across of range of different time periods.</p> <p>Key English skills such as reading and writing are used when recording learning and accessing new and key information. Oracy skills are practised throughout history lessons, providing opportunities for pupils to discuss and share ideas in the form of group work, debates and whole class discussion..</p> <p>Subject leaders have a high standard of subject knowledge, support the teaching of their subject and ensure that staff feel confident to teach this area of the curriculum.</p> <p>Timelines are used throughout the school in all classes as a visual prompt to help link and sequence events.</p> <p>Historical units are driven by an enquiry question that requires pupils to apply their knowledge and use reasoning to answer it.</p>
<b>Impact</b>	<p>Pupils can talk about major historical events and can provide reasons for how they have influenced the world around us today.</p> <p>Pupils can make explicit links and connections are made between different history units across year groups and subjects.</p> <p>Pupils are excited about history and see themselves as historians. They like to share additional facts with the class that they have discovered independently.</p> <p>Pupils understand the value of learning about history and are looking forward to further historical study.</p>



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