

Willow Tree Academy



- History Statement of Intent -

Statement of Intent:

Through the Willow Tree Academy, we strive to inspire a curiosity within our children with the intentions of this lasting a lifetime. We aim for our children to develop an understanding of British history, local history and that of the wider world. Our curriculum begins with our own starting points before reflecting on events of the past and how they've influenced the modern world. We work hard to provide an interesting and varied curriculum that interests and intrigues our children, while meeting the needs of all backgrounds, cultures and abilities. Our topics are designed to ensure that children are able to use questioning to receive the complex, deeper understanding of the history they are learning. Through this, we encourage children to generate their own topic 'Big Question' which allows them to be accountable for their own learning pathway. We believe that this is highly important in ensuring children retain the depth of knowledge they need. Throughout our history lessons, we aim to instil a love of history in all of our children and therefore encourage children to think and behave as historians and archaeologists.

The 2014 National Curriculum for History aims to ensure that all children:

1. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
2. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
3. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
4. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
5. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed



6. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Implementation:

The history curriculum is mapped out in a scheme of work that ensures coverage of the four key strands across year groups 1-6. This is linked to key topics and themes covered in a two year cycle across the academy.

- Children will develop a sense of chronology learning about changes over time and placing events onto a timeline. Therefore, children are expected to build on previous knowledge and begin to understand how events have impacted on their world. They have opportunities to interpret and investigate using a variety of sources of evidence.
- Children will develop knowledge and understanding of similarities and differences between the past and present and will continually develop their vocabulary in order to make sense of their experiences.
- Teachers will deliver a creative and engaging curriculum which is carefully planned to ensure that children develop a love for history. This means that children are fully engaged with local history and will benefit from links with the local area and the community.
- We believe in ensuring children are fully immersed and engaged in our curriculum. Theme days such as dressing as Victorians and having a VE day in school help children to receive a deeper understanding about what life was like in the past.
- All teachers will ensure that there are enrichment opportunities in and out of the classroom. Children will explore immersive learning environments and will experience role play opportunities that will bring their learning to life.
- Parents will be involved in history learning through workshops, home learning challenges and through the sharing of knowledge organisers that will support them with learning at home.
- Our curriculum guarantees that this knowledge is transferred through other subjects and that children receive high quality education that is cross curricular in all areas.

Children access educational visits to historical sites and learn from visitors that are invited into school. Children are able to view and handle historical artefacts in workshop activities and artefacts are loaned to school. For each history theme or topic teachers prepare knowledge organisers to provide children with key facts about historical events and significant people. These are used by children to support learning in the classroom. Delivery of the history curriculum is supported by meaningful use of ICT. Children interpret information, research and investigate historical themes. They explore Encarta and use powerpoint presentations to record and present their learning. Children explore historical themes and eras using interactive timeline software and role playing software.



Whole School Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation						
Y1/2 (Cycle 1) 20/21	Around the world in 75 days	Around the World in 75 Days	Food Glorious Food/ Messy Mixtures/ Chocolate	Food Glorious Food/ Messy Mixtures/ Chocolate	London (Great Fire Of London and Paddington)	London (Great Fire Of London and Paddington)
Y1/2 (Cycle 2) 21/22	Fur, Feathers and Skin (Should animals be used for purpose or pleasure?)	Fur, Feathers and Skin (Should animals be used for purpose or pleasure?)	Towers, tunnels and Turrets (Who lives there?)	Towers, tunnels and Turrets (Who lives there?)	Land Ahoy! (How can we be seaside safety superheroes?)	Land Ahoy! (How can we be seaside safety superheroes?)
Y3	Farm to Fork	Farm to Fork	Made in South Yorkshire	Made in South Yorkshire	Victorians making History	Victorians making History
Y4	Into the Forest	Into the Forest	Time Travellers (Bronze Age & Stone Age/River - states of matter)	Time Travellers (Bronze Age & Stone Age/River - states of matter)	Medical Breakthroughs (Perilous Plague) - links to global pandemics	Medical Breakthroughs (Perilous Plague) - links to global pandemics
Y5	Stargazers (Are we alone in the universe?)	Stargazers (Are we alone in the universe?)	The Elizabethans/ People who shaped the Future	The Elizabethans/ People who shaped the Future	Vikings	Vikings
Y6	Coastal Invasions. How do we protect our coastline?	Coastal Invasions. How do we protect our coastline?	How does War change lives?	How does War change lives?	What makes me, me?	What makes me, me?

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Covered in Black History Month	Civil rights and equalities
	Ancient and World History
	British History

Enrichment:

- Topic-linked texts with factual value
- Celebratory events linked to historical anniversaries through assemblies, local community partnerships and home-school learning projects
- Topic-linked dress-up days (e.g. VE Day Celebration, Victorian Days)
- Promoting British Values, exploring how modern Britain was informed by it's past
- School library service (workshops, books and artefacts)
- Rotherham Shakespeare festival (Showcase for parents at Civic Theatre)
- Visit to Discovery centre, Longshaw (What a Wonderful World)
- Visit to Sheffield Cathedral and vaults (The Great Fire of London)
- Visit to Conisbrough/Bolsover Castle (Towers, Tunnels and Turrets)
- Visit to Sheffield Hallam University/ Kelham Island (Steel City)
- Residential to Castleton/ Clifton Park Museum/ Abbeydale Industrial Hamlet (Victorians Making History)
- Residential to Ilam Hall/ Sherwood Forest (Man or Myth)
- Visit to Eyam (Perilous Plague)
- Residential to Stratford-Upon-Avon (What a Performance! - Shakespeare)
- Visit or workshop with a planetarium experience (Stargazers)
- Residential to Northumberland/ Visit to Filey (Coastal Invasions - Vikings)



- Educational Visits to Churnet Valley (Evacuee Day)/ Steam Train (How Does War Change Lives?)

Impact:

Our aim at Willow Tree Academy is to deliver an engaging, high quality history curriculum to ensure that children are equipped with excellent historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We believe in the importance of children fully engaging with the local history and therefore we make it a priority to develop links with the local area and the community. Ensuring that children have close links with the area they come from, enables them to thrive in the history curriculum and develop a deeper historical understanding. We take pride knowing that children are developing not only their understanding skills, however also their ability to question the wider world. In doing so, children are able to explain their understanding and views about events in the past and are able to securely interpret and investigate their views further. Through our fantastic educational visits and interactions with experts, children are able to receive first hand experiences. We believe that this is a vital part of teaching history as it enables our pupils to have a wider understanding beyond the simple facts and figures, of the historical events, people and places that shaped where and who we are today. These experiences engage, immerse and allow children to be transported to the past, allowing history to be more understandable. Pupil voice responses are key to developing our teaching and learning of history. As a result of this, children are confident that school listens to their views about history and they have developed confidence in speaking about their learning. Furthermore, pupil voice gives children an agency that allows them to make their own choices during learning.

