

# Developing the history curriculum

TEACHING AND LEARNING  
AND ASSESSMENT



SHARING LEARNING ACROSS THE LEARNING PARTNERSHIP  
PEER PARTNERSHIP VALIDATED SCHOOL STRENGTH

*“Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.”*

**TAKEN FROM THE HISTORY PROGRAMME OF STUDY FOR THE PRIMARY NATIONAL CURRICULUM, 2014**

## Intention

The history coordinator is enthusiastic about how the school’s vision to further develop the teaching of history has been achieved.

“Our aim was to inspire a love of history,” she says.

“We had a range of skills and knowledge within the staff, and so we decided to start the improvements with external training.”

The History Association

- <https://www.history.org.uk>

was chosen as the external training body. This placed the curriculum leader at the core of history teaching across the school.

The association said, “While history is a popular subject in primary schools, not every teacher has a qualification in the subject. The role of the subject leader is therefore crucial in developing history teaching, learning and resources across the school so as best to support teachers, motivate pupils, monitor progress and achieve consistently high standards.”

Their training enabled the staff team to reflect on their teaching. The aim was to teach aspects of history in an



engaging and thought provoking way.

“As a staff team, we engaged in training that was interesting and prompted heated discussions between staff.” says the history coordinator.

“One of the first things we did was to learn how to visually represent a timeline. We used a blue scarf to represent the Thames, and then added some maps of London.”

The specific training on history was then further enriched by the Langford Curriculum day that teachers attended. This enabled the school team to teach history using new structures to further reinforce learning.

“History is important because it enables children to think deeply and to apply their understanding to the past and the current day.” **JULIE HOWARTH, EXECUTIVE HEADTEACHER**

**Wendell Park School Knowledge Organiser**  
Year 3 History: How did cavemen live? Stone Age to Iron Age

**Key Vocabulary**

Stone Age	When the first humans began to live in Europe. They used stones as tools.
Bronze Age	In this era, metals were used to make hunting tools. Humans also began to farm land.
Iron Age	Humans now used iron to make tools, and farmed land instead of hunting. They lived in communities.
Settlement	A place where a group of people live together in many buildings.
Forage	To look widely for nourishment or other provisions.
Flint	A type of stone that can be shaped into blades, knives and spears for hunting.
Thatched	A thatched house or a house with a thatched roof has a roof made of straw or reeds.
Kare Brae An Age village	Stonehenge Prehistoric Monument

**5. Stone Age - Useable Life and Useful Life**  
13,000BC - 4,500-3,500BC  
People made one parting. Farming starts and begins to spread.

**6. Bronze Age**  
4,500-3,500BC - 2,500BC  
The first pottery is made and used. People start to ride and use horses. Metal starts to be used.

**7. Iron Age**  
800-700BC - 700-500BC  
The first iron tools are made. Iron is used for more 'hard' materials.

1,800BC - 1,200-800BC - 1,200-800BC  
The first copper axes are dug. Metal tools are made and used. Start of copper and other cultures.

100BC - AD 43  
Cows are made and used for the first time. The Romans made Britain - Iron Age ends.

They say that teachers enjoy teaching history .

The children enjoy their history work and love to show off all the new knowledge they have learnt in their pop quiz and learning square.

One of the Year 6 teachers has commented on the success of the learning square:

“The differentiated questions used in the learning square ensure that all the children in my class are able to access the learning.”

“In the recent unit of history on World War 11 we found that there are other benefits to our revised lesson structure. for example, children working at greater depth in history are able to respond to philosophical questions concerning the impact of

## Implementation

Following the Langford Curriculum Day, staff introduced a lesson structure that included:

- inbuilt differentiation through targeted questioning,
- a knowledge organizer which children can refer to throughout the topic,
- a learning square that enables children to name key facts and ask questions
- philosophy questions
- a pop quiz.

Senior leaders are very clear about the benefits of this way of teaching history.

They gave some stuff to the English  
They gave us coins, food, wine, fields, a language, central heating

How have the Romans affected our lives today?  
Yes because they killed so many english people

How successful were the Roman Invasions?  
Very successful because the empire is big  
The romans were a big army that lived a long time ago. They lived a very long time ago. They lived a long time ago. They lived a long time ago. They lived a long time ago.

Who were the Romans?  
The romans were a greek word for a very long empire. They lived a long time ago. They lived a long time ago. They lived a long time ago. They lived a long time ago.

Successful because  
The romans were a big army that lived a long time ago. They lived a long time ago. They lived a long time ago. They lived a long time ago.

Not very successful because they didn't build their empire very strong and they didn't help us

The greek empire was where they prayed to with

They didn't really think as 100% as

*"Writing at Wendell Park Primary School is very interesting to read. Children are able to use the rich learning they have experienced in other curriculum areas, such as through the subject of history, to give depth and quality to their writing compositions in English. "*

**LESLEY LEAK, PEER REVIEW 2018/19**

## Impact

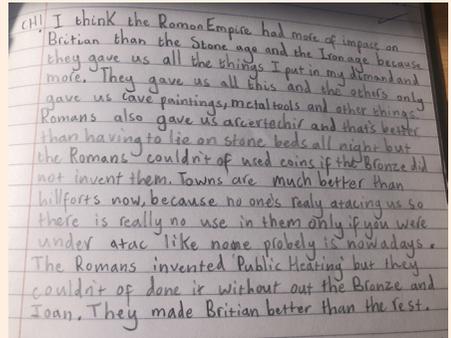
The school is justly proud of its history curriculum, and its impact on children's historical understanding.

There is another spin-off from the success of their history curriculum that should not be underestimated.

This is the way in which the historical resources, themes, books, class based enquiry and discussion are providing a rich source of cultural capital for the children to use in their thinking and practice in other areas of the curriculum.

Perhaps it is the history resources, which are very carefully chosen, that have the most impact on other subject areas. When these resources are combined with careful questioning by teachers, they seem to 'come alive' in children's imagination.

The carefully chosen historical sources that are used at Wendell Park include:



- diaries
- news reports
- pictures rather than photographs.

As an example of cross curricular benefits in the Year 6 programme on World War 11, children learnt about statehood, democracy and leadership. This cross curricular benefit was further enriched by Year 6 reading material:

- Goodnight Mister Tom
- Rose Blanche

These books inspired empathy, thoughtful debate and rich material for creative writing.

For more information contact Julie Howarth, Executive Headteacher at:

Wendell Park Primary School, Cobbold Road, London, W12 9LB

Telephone: 020 8743 1372

Email: [admin@wendellpark.lbhf.sch.uk](mailto:admin@wendellpark.lbhf.sch.uk)