



History: Intent, Implementation and Impact



Intent	Implementation	Impact
<p>As a school that is named after a historical figure, we hold the subject of history in high regard. We therefore endeavour to nurture our children's enthusiasm and curiosity for the subject whilst cultivating their understanding and knowledge of British and world history.</p> <p>Through high-quality instruction, we aim to develop their disciplinary knowledge (by learning how to think as historians) whilst developing their substantive knowledge of a broad range of periods, events and individuals.</p> <p>It is our intention that our children will:</p> <ul style="list-style-type: none">◇ Gain a secure understanding of the chronology of the local area and the wider British Isles.◇ Develop their 'fingertip' knowledge applicable to the in-depth study of particular historical periods;◇ Through a cumulative curriculum, construct a bank of wider 'residual' knowledge linked to their previous learning;◇ Gain a secure understanding of the people, events and contexts from a range of historical periods and places;◇ Become adept at thinking critically when analysing historical narratives and sources;◇ Develop the ability to formulate historical questions which help them to develop their own historical understanding.	<p>Informed by the <i>National Curriculum</i> (2013) and the findings of current research (e.g. Ofsted's research review, 2021), our history programme cumulatively builds pupils' knowledge and skills as they progress through the year-groups where curriculum content increases in range, depth and complexity. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They will have developed a strong chronological knowledge and a secure understanding of major historical developments and periods which will enable them to construct their own 'mental timeline' of the past.</p> <ul style="list-style-type: none">◇ We teach history in half-termly blocks using the Plan Bee scheme of work as a platform from which teachers can utilise their creativity, subject-knowledge and understanding of their pupils to teach engaging and inspiring history lessons. We have identified key concepts from the NC that the children need to be fluent in, and these underpin the history curriculum map (for example, we want to build pupils' knowledge of substantive concepts, such as empire, crime and punishment, and invasion). Our maps of progression and curriculum plans ensure that the children repeatedly revisit these important concepts.◇ To ensure that what we teach sticks in the children's long-term memory, we teach historical knowledge and skills in meaningful contexts and in connected ways. We regularly revisit key concepts, and each of our units allows time for practice, retrieval and reinforcement of key ideas.◇ We develop pupil's knowledge about the past and also their knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts by, where possible, evaluating a range of historical sources.◇ Teachers use appropriately challenging subject-specific vocabulary in lessons◇ We teach history in a way that is fun and engaging. For example, they might use drama or dance to act out historical events. They might carry out an investigation of their own – for example, by interviewing family members about changes that have taken place in their lifetimes.◇ Children's learning is supported by access to a wealth of resources. Children will have the opportunity to visit museums and places of interests, and we will bring history to school so that children are able to handle artefacts. The children will hear visitors talk about their personal experiences of the past.	<p><i>In collaboration with the senior leadership team, we have a dedicated subject leader who monitors the impact of our history curriculum through:</i></p> <ul style="list-style-type: none">◇ <i>Pupil interviews</i>◇ <i>Learning walks</i>◇ <i>Work samples</i>◇ <i>Feedback from the teaching team</i> <p><i>We have found:</i></p> <ul style="list-style-type: none">◇ <i>Pupils in all year-groups enjoy their history lessons, find them interesting and state that teachers make learning fun by teaching an interesting curriculum and historical visits.</i>◇ <i>Pupils have a well-rounded understanding of British and World history by the time they leave Year 6;</i>◇ <i>As pupils progress through the school, their capacity to critically evaluate sources and historical narratives strengthens.</i>◇ <i>Teachers feel confident with their subject knowledge and able to teach our historical curriculum effectively.</i> <p><i>We assess pupils' history knowledge by using a combination of:</i></p> <ul style="list-style-type: none">◇ <i>Evidence in books</i>◇ <i>Class discussions</i>◇ <i>Quizzes</i>◇ <i>Assessing learning</i> <p><i>We then track pupils' progress using the Sonar tracking system.</i></p>