

## **History (Intent, Implementation, Impact)**

At St Leonard's CE Academy, we are growing and learning together with God's Love and our Christian values are embedded in all that we do.

We recognise that every child is a unique individual within God's creation and it is our aim is to provide learning opportunities that enable our children to develop deep roots to enable them to flourish and succeed.

Our History curriculum is ambitious and inclusive for all, enabling each child to learn and develop the skills and knowledge they need to thrive. It is a relevant, creative, exciting and challenging curriculum planned to support all learners to achieve their full potential, to know more and remember more, and to be prepared for their next steps in learning.

Our aim is to promote spiritual, moral, social and cultural understanding through appropriate curricular opportunities with particular reference to equality and diversity.

### **INTENT- What we want to achieve**

At St Leonard's CE Academy we are Historians! We intend to inspire our children to develop a love of history and to see how it has shaped the world they live in today. We feel that is important for children to understand that the past influences the present and the future. We want to encourage children to learn that they can't change history but what they can do is learn from it and then use information learned to help shape a better future.

At St Leonard's we want our History curriculum to enable our historians:

To have a broad understanding of, and celebrate diversity and equality in British and World History

To develop an awareness of the past, within a chronological framework

To investigate people and events and develop an understanding of why things happened and how it influences our lives today

To engage in a wide range of enquiry using different media

To communicate their ideas based on research

To become confident resilient learners through growth mind-set culture

To answer questions based on key concepts in History.

### **IMPLEMENTATION- How we will teach History**

We use Kapow resources to ensure that our teaching and learning progressively covers the skills and concepts required in the national curriculum. The children will investigate key figures or events from historical periods; examining how aspects of life have developed over time. Our History scheme aims to develop children's understanding of substantive concepts, such as exploring and understanding the key events, people, ideas and societies of the past. There involve recurring themes, key concepts and fundamental elements of historical knowledge such as 'empire', 'monarchy' or 'invasion and settlement'.

Historical enquiry skills are built upon progressively throughout the units by posing and answering historical questions using evidence. The children will experience the process that historians use; navigating historical concepts by questioning, investigating, interpreting, evaluating, concluding and communicating.

Chronological awareness is taught to enable children to develop and understand the passage of time, using language related to chronology and building timelines to place events in chronological order. Children will understand how historical periods interconnect, overlap and impact each other. In addition to this, progression of disciplinary concepts are also woven into units and enable children to understand how historians find out about and interpret the past.

In order for children to know more and remember more in each area of history studied, our lessons are structured so that prior learning is always considered and opportunities for revision and retrieval of key

dates, events and facts are built into lessons. Each lesson begins with a 'Recap and Recall' section to enable children to discuss prior learning and retrieval key facts and learning. This allows for revision to become part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, our lessons and resources help children build on prior knowledge alongside introducing new skills and challenge. Revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in knowledge organisers, in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge.

In addition to the above we:

Ensure high levels of confidence and subject knowledge are maintained, through regular discussions with the history lead, membership of the Historical Association, whole-school moderation, staff meetings, and CPD.

Link learning to high quality literacy texts

Link learning in History to other areas of the curriculum (English, Art, Design, Geography, Science) and to High Quality Texts to develop depth of understanding (For example, The Egyptian Princess and Escape to Pompeii)

Develop high quality resources that are tactile, IT based, written graphic and photographic

Allow children to handle sources and develop research skills

Provide multisensory activities and a wide variety of learning experiences to motivate deep learning, curiosity and investigation

Use visits, visitors and 'experience days' to make learning meaningful and to enhance depth of knowledge

Provide opportunities for pupils to work independently in pairs, in small groups and as a whole class inside and outside the classroom

Use precise tracking and assessment to move pupils' learning forward, ensuring the learning objectives and success criteria are clear and relevant

Develop pupils' ability to evaluate their own and their peers work as well taking pride in the presentation of their work by applying our school handwriting scheme- Nelson Handwriting.

Monitor the teaching of History regularly through lesson visits, book looks and pupil voice.

**IMPACT: We want our Historians to achieve these outcomes:**

*By the end of the Foundation Stage most children will be able to:*

Find out about past and present events in their own lives, and in those of their families and other people they know.

*By the end of KS1 most children will be able to:*

-develop an awareness of the past, using common words and phrases relating to the passing of time

-know where the people and events they study fit within a chronological framework

-identify similarities and differences between ways of life in different periods

-explore some local history

-use a wide vocabulary of everyday historical terms, ask and answer questions, choose and use parts of stories and other sources to show that they know and understand key features of events.

-understand some of the ways in which we find out about the past and identify different ways in which it is represented.

-look at changes within living memory. Where appropriate, reveal aspects of change in national life events beyond living memory that are significant nationally or globally

-explore the lives of significant individuals in the past who have contributed to national and international achievements.

*By the end of Lower KS2 most children will be able to:*

- develop a chronologically secure knowledge and understanding of British, local and world history

-establish clear narratives within and across the periods they study

-note connections, contrasts and trends over time and develop the appropriate use of historical terms

-regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance

-construct informed responses that involve thoughtful selection and organisation of relevant historical information

-understand how our knowledge of the past is constructed from a range of sources

Monitoring of the History curriculum takes various forms. A key component of this is pupil self-evaluation and the confidence they have in discussing work they have completed. Key questioning skills are built into lessons, child-led assessment (such as success criteria grids and KWL grids) and low-stakes assessment (such as retrieval quizzes and summative assessments), all inform and target next steps in learning. Work and assessment monitoring throughout all year groups also takes place once a term to compliment this, allowing leaders to measure progression across the school and to ensure our Historians have the opportunity to develop their skills and knowledge fully. Examples of our Historians' work is exhibited throughout the school, both in classroom and communal displays.