

History: Intent, Implementation, Impact

'The more you know about the past, the better prepared you are for the future'. Theodore Roosevelt

Intent *How does it link to our curriculum vision? What is the scope of learning? What do we intend children to learn?*

Our aim in History at North Clifton Primary School is to stimulate the interest of all children and help them to develop a detailed understanding about the past in Britain and the wider world. Focussing on the three key drivers of 'Power', 'Progress' and 'People', we want pupils to develop a complex chronological understanding of significant periods of history, focussing on key events and important people. Our broad, balanced and bespoke History curriculum enables us to carry out in-depth studies on local, British and ancient history and aims to:

- Instil in the children a curiosity and understanding of events, places and people in a variety of time periods and environment.
- Develop an interest in the past and an appreciation of human achievements and aspirations.
- Learn about major events and issues in the history of our own country and of the world and understand how these events may have influenced one another.
- Develop a knowledge of chronology within which the children can organise their understanding of the past.
- Understand how the past was different to the present and that people of other times and places may have had different values and attitudes from ours.
- Understand the nature of evidence, considering an enquiry-based approach and developing the range of skills required to interpret primary and secondary sources.
- Distinguish between historical facts and the interpretation of those facts.
- To understand the cause of key events and know that there are consequences as a result.

Implementation *How is the teaching of History organised?*

The National Curriculum for History is taught to KS1 and KS2 and the focus of 'Understanding the World: Past and Present' in the EYFS. We use substantive and disciplinary progression grids to ensure clear skills, knowledge and vocabulary progression throughout school. Our curriculum is taught on a two-yearly cycle in EYFS; a two-year cycle in KS1 and a four-yearly cycle in KS2: children build up their substantive knowledge from EYFS to Year 6, while making progress through each year group with disciplinary knowledge and skills. In order to encourage independence, creativity and curiosity, each term focuses in detail on specific areas of the curriculum. The three-term structure enables a deeper focus: 'Create' is based around art, drama and music, 'Discover' has a history theme and 'Explore' is all about geography. This allows the children's understanding of these subjects to be deepened in a much more focused way.

The History curriculum is delivered through discrete History lessons, as well as making links across other subjects. Links are also made with previous historical periods studied. A key enquiry question is introduced at the beginning of a unit and followed throughout. Where appropriate, we use historical artefacts, visitors, workshops and visits to excite and intrigue our children to find out more about events and people from the past.

Recall, Retrieve and Assessment

Work is recorded in individual books and marked against key objectives; which are then used to inform planning, preparation, differentiation and address future misconceptions.

Lesson planning provides regular opportunities and a range of strategies to recall and retrieve information from the children's working and long-term memories. Summative assessments, usually in the form of mind maps, debates or timelines, take place at the end of each unit of work and focus on providing detailed answers to the enquiry question. They are then used to inform future planning.

Impact *How do we know how well the children are doing?*

A high-quality History curriculum enables our children to explore History through a key question and enquiry. They will understand where the historical events fit within time. Children will be engaged in lessons and want to find out more. Through pupil voice, children will be able to talk about the skills and knowledge they have acquired. Pupils work (books and displays) will show that a range of topics are being covered and task design is appropriate for each year group. The school environment will be History rich through displays, resources, vocabulary. As historians, children will learn lessons from history to influence the decisions they make in their lives in the future. Assessment and monitoring will show standards in History are high, matching standards in other subject areas.