

History - Intent, Implementation and Impact Statement

Intent:

At Edward Wilson Primary School, we intend to deliver high quality History lessons that inspire pupils to learn more about the past and think and act like an historian. The History curriculum is designed to ensure pupils can acquire, develop and deepen a broad range of historical knowledge and skills as they move through the school. Sequences of learning have been carefully chosen to enable pupils to investigate and interpret the past, understand chronology, build an overview of Britain's past and the wider world, as well as opportunities to communicate their historical learning. Alongside this, we will equip pupils with the vital skills required to be a successful historian and allow them to enquire, research and analyse in a range of ways. Lessons will build pupil's knowledge and understanding of significant people and events from a range of historical periods through allowing them to explore and evaluate evidence from a variety of sources and artefacts. Progression is ensured through mapping the key knowledge and skills across the school, ensuring learning builds over time. Opportunities for recapping and revisiting are fundamental in ensuring knowledge is retained and this is a key aspect of our planning process. In addition, the acquisition and understanding of key historical language is vital and we aim to promote speaking and listening opportunities wherever possible. We strive for all pupils to retain the knowledge and skills they have learnt throughout their time at Edward Wilson thus ensuring they are well prepared for the next steps in their future education.

Implementation:

The History curriculum is organised into sequences of learning across the year and is taught weekly in alternate terms with Geography. Each sequence of learning has been carefully chosen to cover a broad range of knowledge and skills, as set out in the National Curriculum and beyond. The progression map organises the key knowledge and skills into year groups, setting out clear expectations and ensuring learning is deepened over time. The subject overview clearly shows how the units of learning are structured across the year, also taking into consideration progression and depth across the school. Teachers have used these supporting documents to choose the focus knowledge and skills for each unit and completed detailed medium term plans, setting out the sequence of learning over the term. In school training, reference books and access to online resources such as 'The Historical Association' have all supported teachers to develop their subject knowledge and ensure they feel confident to plan and teach quality History lessons. Each sequence of learning begins with a prior learning lesson where pupils have the opportunity to share what they already know through answering a key question. This allows teachers to take account of pupil's starting points and helps to inform future lessons. Pupils then record what they have learnt at the end of the learning sequence by answering the same key question and demonstrating progress. Careful consideration has been given to ensure knowledge is retained and built upon across the learning sequence through the use of knowledge organisers and '5 minute starters' to revisit and recap previous learning. Assessment for learning (AFL) strategies, such as true or false and exit passes, are used to regularly assess pupil's knowledge so teachers can adapt the lessons and ensure learning is relevant. It is important that all pupils can access the learning and when necessary differentiation is provided through the use of scaffolds, adapted resources and additional adult support. In addition, teachers provide challenge through next step questions and extension activities where appropriate. Vocabulary is also a key aspect of the curriculum, from identifying new words at the planning stage to introducing and teaching key vocabulary during the lessons. Every opportunity is taken to develop reading within the History curriculum through the use of quality non-fiction texts, written sources of evidence and online research. Where relevant,

cross curricular links with other subjects, such as Maths, Literacy and Science, have also been identified and noted on the curriculum maps for each year group. The local area plays a key part in the History curriculum and is fully utilised to achieve the desired outcomes. In addition, the children's learning is enriched through the provision of quality resources as well as providing practical workshops and trips across the year.

Impact:

Regular monitoring of books, learning walks and pupil conferencing are all used to assess the impact of the subject. Outcomes in books demonstrate a broad and balanced History curriculum and a variety of recording styles and activities taking place. Pupils take pride in their work and show high standards of presentation and engagement. Assess and review lessons at the end of each sequence show the acquisition of the key knowledge and demonstrate the progress made from starting points. Pupils enjoy History lessons and talk confidently and enthusiastically about their learning. As they move through the school, pupils develop a greater understanding of what it means to be a historian and will use these skills to help them make informed decisions in their future lives. Monitoring shows that the majority of pupils successfully acquire and retain key historical knowledge and skills, and are well prepared for the next steps in their learning.