

Intent, Implementation and Impact for History at
St Paul's C of E Primary School



Intent

It is our intention at St. Paul's to enable children to develop an appreciation and understanding of the past by providing a broad, balanced and inclusive curriculum, which fulfils the requirements of the National Curriculum for history. We aim to provide a curriculum, which progressively develops children's acquirement of historical concepts, knowledge and skills. Our aim is that our children will know about significant periods of history and recognise their sequence of chronology. Historians evaluate sources, explain how these provide an insight about how people used to live and how interpretations can differ. We aim to provide our children with experiences that enhance their understanding of how this happens. We aim to enable children to make links between their learning and encourage them to become engaged, motivated and curious learners, able to reflect on the past and make meaningful links to the present day. Links with other subjects, particularly Geography, will strengthen connections and understanding.

The History curriculum at St. Paul's intends for children to:

- ✓ Develop a secure understanding of chronology
- ✓ Discover links from the past to their own way of life, their locality and wider community
- ✓ Know and explain both change and continuity with regards to the British Isles and other societies
- ✓ Differentiate between types of resources and sources of information
- ✓ Know how opinions can differ as well as explain their own interpretation of resources
- ✓ Form their own opinion and explanation of the past
- ✓ Draw on similarities and differences within a topic as well as previously taught historical periods
- ✓ Become increasingly critical thinkers

Implementation

Our curriculum offers a range of exciting topics. EYFS consider 'time' and what it means to them. KS1 children develop an awareness of the past. They think about changes within and beyond living memory and learn about some memorable events in History. In KS2, children study a range of time periods and create links to prior learning and comparisons to create depth in their historical understanding.

Impact

We use a range of assessment strategies to review the progress and attainment of all our pupils, ***including high quality AFL strategies and both formative and summative assessments.***

This enables teachers to adapt their teaching, lesson content and support to ensure progress for all learners. Children are asked to reflect and assess their own learning relevant to their age and experiences.

Formative assessment involving questioning, in the moment marking, observation, challenge and questioning will be used in every lesson. At the end of each historical study pupils will be given the opportunity to share their learning with their peers.

Monitoring History will be monitored via 'Book Looks', planning, and feedback, learning walks and observations, pupil voice and staff voice.

Staff Development - Staff training during staff meetings, mentoring, team-teaching and peer observations; Training courses

There are 5 Historical areas of learning that are taught and these should be accessible to all children regardless of ability. To ensure children with SEND progress within lessons, teachers work to remove barriers to learning. Key

vocabulary taught in lessons will be displayed and discussed. Children will practise reading words and discussing their meaning regularly throughout the course of their unit. This could also mean providing children with vocabulary scaffolds, supporting children's speech and language targets or using images or drama (DEAL activities) to make conceptual connections. To ensure all children's needs are accommodated, adaptations are made when planning. In addition, children are provided with opportunities to contribute to school-wide policy in History through pupil voice.