



History Intent, Implementation and Impact Statement

Our Intent

- To provide a rich, varied and purposeful history curriculum which has its roots based on our school values of **Hope, Courage, Love, Perseverance and Friendship**, our Vision and Mission statements and underpinned by our Christian faith.
- Our History curriculum has been designed in order to help our pupils in understanding their place in the world, by a sequential and chronological study of historical events and significant individuals. We want our pupils to be engaged in and discover the experiences of other people and civilisations throughout time, and be able to relate their own lives and experiences to this.
- We want children to be excited about and engaged in history in a creative learning environment, where the taught skills of questioning and creating hypotheses about historical sources begin to come naturally over the course of their time at Darwen St James.
- We would like our history curriculum to reflect our school values, and be both aspirational and purposeful, while promoting a growth mindset in all our learners, through the lens of studying interesting, exciting and inspirational individuals and civilisations from history. We intend to foster a healthy sense of community in our pupils through a thorough study of local history in both key stages.
- We feel that these intentions will help our children to become worthy future citizens, as they will have a true sense of belonging to history in both the local community and the global community.

Implementation

- Our history curriculum has been designed to promote high standards of teaching and learning throughout the school, and builds on skills and knowledge progressively from EYFS to Year 6. We follow the 2014 Primary National Curriculum requirements for Key Stage 1 and Key Stage 2 as a framework for our own bespoke, interactive curriculum. Teaching staff are required to have a good subject knowledge in History, and this is supported by the History Subject Leader, who is responsible for ensuring that all staff maintain and improve their understanding of the subject through regular training and CPD as needed.
- Our curriculum is carefully planned to be sequential and progressive as the children move up through the school. Children begin in EYFS by learning about the past and present by looking at their own lives and the lives of people close to them, family and friends. In Nursery, children learn about routines, celebrations, dinosaurs, and the recent history of 'weekend bear' in the 2's room. In Pre-School, children develop their understanding of their own history since birth, they learn about previous nursery children, how baby humans and animals change over time, old and new transport, and build on their understanding of the passing of time through thinking about family holidays they have taken. Reception class learn about time passing through exploring seasons, birthdays and specific local, national and international festivals or celebrations. This is expanded upon in Key Stage 1 by studying familiar objects and events, moving to looking at events beyond recent memory. In Key Stage 1, children are encouraged to make simple observations and use sources to help them ask and answer simple questions about the past. We expect children by the end of Key Stage 1 to be able to retell events from the past using simple historical vocabulary, and to be able to talk about significant individuals and events with confidence. We teach children to be able to consider why the world changes over time, and to be able to use words and phrases that reflect the passing of time.



Implementation continued

- In Key Stage 2, our curriculum is designed to build upon the foundations laid in earlier year groups. We teach children how to address and sometimes devise their own hypotheses in response to a historical source. Children learn that different points of view can sometimes lead to a different historical interpretation of the past. Children develop a chronologically secure understanding of events and the periods of time that we study, from the Stone Age through to World War 2, and should be able to discuss historical events using appropriate vocabulary. By the end of Key Stage 2, children will have developed the ability to respond to historical questions by selecting relevant information and appropriate dates and terms.
- We provide opportunities for learning outside the classroom, through field trips, auditory experiences, 'museums' of artefacts in the hall and visitors to our school. This enhances our curricular learning and helps the children to engage with, and become excited about, the topics being studied.
- History is taught for an hour and a half once a week, every other half term.
- Our History curriculum is high quality, systematic and chronological, whereby children learn about the past in creative, imaginative and engaging ways. We teach children to foster a curiosity about the past, through a progressive and stimulating approach. We wish our pupils to gain a sense of their own place in history, and encourage them to gain a growth mindset through studying inspirational lives of others who have gone before them.

Impact

The impact of the history curriculum is evaluated through end of topic assessments; through Annual reports to the Governors; and through our own monitoring of teaching, learning and pupil voice.

- In History, we assess during an end of unit assessment lesson, and teaching staff complete a form assessing the pupils on whether they have achieved expected standard in the subject. This formative assessment, led by the teacher's professional judgement, is collated at the end of the half term, and the children are given an overall assessment for that topic. If they are working above or below the expectations, this is also noted on the assessment. This can inform future planning, leading towards decisions about differentiation and support. In the year 2022 - 23, we found an average across school of 80% working at expected level, including EYFS.
- Monitoring the subject is undertaken across the year by the History Subject Leader, through:
 - Book monitoring
 - Pupil voice interviews
 - Lesson observations
 - Drop ins
 - Ongoing CPD of all teaching staff
 - Collection of assessment data