

History Intent, Implementation & Impact Statement

At Drove Primary School we give children “The roots to grow and the wings to fly”.

In order to achieve this, we have carefully designed a curriculum which is underpinned by 4 Golden Threads:



Our Intent for our History Curriculum:

At Drove Primary, our 4 Golden Threads underpin our curriculum intent enabling our pupils to achieve the following in history:

- Develop their own sense of belonging as part of a community when learning about the history of places and people of significance to them
- Develop a line of enquiry, asking and answering questions
- Have knowledge of key historical events throughout history, in the UK and around the world.
- Develop an understanding of how history has impacted our lives in the present day
- To make links and extend learning across other periods of study and within other aspects of our curriculum
- A fully comprehensive and empathetic view of historical events in which they experience aspects of history in a variety of ways
- Develop skills in order to acquire, apply and transfer their knowledge into different areas of study
- To subject specific vocabulary with confidence, both orally and through focused activities such as writing

Our intent is to allow our pupils the experiences required in order to understand historical concepts by acting as historians and working to find out about the people, events and different periods of study. Therefore, we aim to offer opportunities for pupils to develop their understanding through the use of a variety of experiences, sources, visitors and artefacts which encourage them to acquire knowledge and develop an understanding with subject rich vocabulary. Drove Primary School is located in a town rich in history. Within walking distance, we have the Great Western Railway, Swindon Museum and Art Gallery, and in the surrounding area of Swindon, the Roman Baths and Stonehenge, which we aim to use to bring history to life and inspire historical thinking and curiosity.

Implementation:

The National Curriculum is the starting point of our curriculum design. It has been used to drive our curriculum design, in order to ensure the aims of the National Curriculum are met, and it has been used to inform the choices we have made about the content that we teach at Drove Primary.

Each year group focuses on a different period of history, which is built upon as they progress through the school. Each year group has an opportunity to focus on various historical figures, events and periods in history. We have planned cross curricular links within our curriculum design, where appropriate, to make links and apply historical knowledge and skills. For example, when focussing on the Roman Empire, pupils will be exposed to mosaics within art. This way pupils can learn about ways in which the Romans used mosaics, while applying their knowledge of how Romans developed their skills within a combined art and history lesson.

Within our curriculum, we have developed a skills document that demonstrates a progression of the skills that need to be taught across each year group. Each skill area has clear progression planned for across each year group, developing on the previous year's skills. These are used to inform, plan and assess in history:

- Chronological knowledge/ understanding (understanding periods of time and where they are placed in history)
- Historical terms (Vocabulary)
- Historical enquiry (Using evidence and communicating ideas)
- Interpretations of history (Using sources of information)
- Continuity and change
- Cause and consequence
- Similarities and differences
- Significance (Recognising people and events of significant importance)

The use of subject specific vocabulary and historical terms will be planned for and modelled by teachers within lessons. Vocabulary obtained from these lessons will be made available for pupils to refer to throughout the topic on topic displays or within knowledge organisers. Alongside this, pupils will be exposed to the use of a timeline, which will be continuously added to and developed throughout the school year for pupils to refer to.

Wherever possible, teachers will plan opportunities for learning history through trips to the local area, historical sites or museums. It is important at Drove for pupils to be exposed to these experiences in order to develop their curiosity, deepen their understanding of historical concepts and apply this in history lessons and other contexts. Teachers are also encouraged to introduce the various replicas and artefacts we have available in the school to encourage pupils to engage in an enquiry-based approach through levels of questioning:

- What do I already know? – What do you notice?
- What can I infer? – Based on previous knowledge.
- What do I want to know?
- How will I find out?

Pupils are encouraged to observe these primary and secondary sources, identifying if they reliable, rich and relevant to the topic they are focussing on.

Impact

Our intended impact is that by the time our pupils leave Drove Primary School, they will have developed:

- A wide range of knowledge about historical events, people, situations and periods, ranging from local to world history, and how our history of knowledge has been developed over time
- A secure chronological understanding of historical events and periods from around the world in which they can compare, place accurately in a timeline and identify trends over time
- Critical thinking skills to develop their own historical enquires using a range of questions to develop their understanding of change, cause and significance
- An ability to support, challenge and evaluate others opinions using a wide range of evidence, selecting information to form responses and challenging sources of information, and their validity, in order to organise information purposefully
- A respect for aspects of history and the range of social, cultural, religious and ethnic diversity, in Britain and the wider world, and how this has changed or influenced present day

- An interest in history and an enthusiastic approach to learning, which develops their curiosity of the past and historical enquiry process