



## History Intent, Implementation and Impact

At St Matthew's we believe that the basic principle of an effective curriculum is that learning makes a change to long term memory. The intent is that our History curriculum facilitates the delivery of this basic principle. In order to do so a strategic approach, based on pedagogical research, must be in place.

### Intent

Our aim at St Matthew's CE Primary Academy is to encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Our historians will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day.

The national curriculum states that a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

We have designed our History curriculum so that our learners:

- Foster an enthusiasm and curiosity about history and learning about the past through an engaging and varied curriculum; developing skills and understanding which can be applied to any area of history
- Are taught skills and concepts progressively across the school in line with the National Curriculum
- Develop a secure sense of chronology; acquiring an understanding of time, events and people through the passing of time
- Use research skills to pose questions and investigate the past by making inferences and drawing conclusions.
- Understand how events have occurred concurrently in different locations worldwide in order to compare and contrast
- Study a variety of significant historical figures and events that underpin the diversity of Britain and the wider world.

By the end of a child's journey through their historical study at St Matthew's, they should be equipped with an inherent inquisitiveness about the past and how it has shaped the world we live in today. The children should know and understand high end historical vocabulary (chronology, historical enquiry) as well as key facts and skills that enable them to ask questions

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about the past to help them clearly understand what happened and how it impacted on the world at that time. Children can ask questions about the past and learn from it so that the same mistakes are not repeated again.

## Implementation

At PSM, the Early Years provides the first opportunity to introduce pupils with vocabulary associated with History. Staff follow the Early Years Foundation Stage (EYFS) Statutory Framework, which aims to guide pupils, to make sense of their physical world and their community. Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world, which has changed over time. Pupils are introduced to vocabulary associated with history as they explore the passing of time in their own lives and learn about significant events in the past, e.g. When I was a baby..., Remembrance, Celebrations, Diwali and other religious events that are in the past – this is the first step of becoming a historian.

In KS1 and KS2, learning will start through a shared process of revisiting prior knowledge at the start of units, with some questioning during lessons to check understanding. This will be scaffolded to support pupils to recall knowledge and make connections with previous learning. Staff will model explicitly the subject-specific vocabulary, knowledge, and skills relevant to the learning to allow pupils to integrate new knowledge into larger concepts.

- History will be taught weekly during alternate half terms (alternating with Geography) and the sequence of learning is carefully mapped out to ensure pupils are not overloaded with information.
- Short assessment tasks based on materials we have purchased from Focus Education (Clive Davies) for years 1 – 6 will be used. These tasks should take no longer than 15 minutes and be recorded in topic books with a couple of examples to be stuck in the class memory book. These sticky knowledge tasks will happen once a fortnight checking children's prior knowledge.
- Each topic will commence with an overriding enquiry question to focus pupils and foster curiosity. Topics will be compiled in a series of lessons based around key questions and planned for progression and depth with substantive and disciplinary skills.
- To support teaching, staff will have access to a range of resources from the Lancashire Museum Service's History loans, providing artefacts and resources to accompany units of work.
- Planning has been reviewed as a whole school, to ensure chronology and progression. To ensure coverage, planning will consider the progression of skills including knowledge and understanding as outlined in the National Curriculum.

In KS1, pupils' historical skills will focus on the world around them and their living memory of History before moving to events that go beyond living history. They will be introduced to the idea of chronology and timelines. This will provide a firm foundation for KS2 History.

In KS2, the History curriculum is set out in chronological order to allow pupils to reference the previous events in time and to refer to this prior learning year-on-year, making connections to other periods at the start of a unit and throughout the year. All pupils will be required to make connections and historical links with prior learning of people, events, societies and eras. Where possible, cross-

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curricular opportunities will be adopted to enrich learning and to provide further consolidation and depth of their knowledge. Pupils will develop a sense of relevance and belonging within their local community through some local history studies of significant figures and locations.

- Lessons will include historical enquiry. Pupils will be encouraged to examine and evaluate primary and secondary sources to develop the skills of enquiry, analysis, interpretation and problem solving, which will develop knowledge and understanding and prepare them for the next phase in their education. Challenge questions will be used to allow pupils to consolidate knowledge and understanding.
- Frequent low stakes curriculum quizzes will review learning and check that pupils are understanding and retaining knowledge. Learning will also be reviewed on a termly basis, after a period of forgetting, so that teachers can check whether information has been retained. History assessment is ongoing and informs teachers with planning lesson activities and differentiation.
- Effective modelling by teachers ensures that pupils will be able to achieve their learning intentions, with misconceptions addressed throughout the process.
- Teachers will use Assessment for Learning (AfL) at different points in each lesson to ensure misconceptions are highlighted and addressed.
- Assessment will be based upon a progression of skills within each year group, which enables pupils to build on and develop their skills each year.
- Our historians will be given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities, foster curiosity and enthusiasm for history, and to further support and develop their understanding.
- Trips and visiting experts will be used where possible to enhance the learning experience.

## Impact

The impact of History teaching is assessed in a variety of ways. Book monitoring, analysis of learning journeys and informal learning walks are used by the subject leader to gain an insight of History teaching in practise. In addition to this, the subject leader conducts informal pupil interviews alongside the child's learning journey to ensure that learning has been achieved sufficiently and can be recalled when prompted. Through this, it is evident that pupils are excited and curious about History.

The impact of the History curriculum at PSM can be seen through:

- Clear evidence that our children have shown progress and attainment in line with the National Curriculum
- Our children demonstrate enthusiasm for the subject and can talk with confidence about history.
- Our children demonstrate an understanding of a range of historical vocabulary which can be applied confidently.
- As historians, our children can use their skills to pose questions, evaluate evidence and draw conclusions.