

History - Intent, Implementation and Impact Statement

Intent

Here at St. Nicholas C of E Primary School we encourage all of our children to Dream Big and Shine Bright in their learning journey and History is no exception. We provide opportunities for children to become Historians through a hands-on investigative approach that captures their curiosity and drives their learning. We want our children to love history. We want them to have no limits to what their ambitions are and aspire to grow up wanting to be archivists, museum curators, archaeologists or research analysts. Our aim is that, through the teaching of History, we stimulate all children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, in order to develop a sense of identity and a cultural understanding in a safe, nurturing environment.

Alongside Geography, History drives our broad and balanced curriculum and we aim to provide an interesting and varied curriculum that interests and intrigues our children while meeting the needs of all backgrounds, abilities or those with additional needs.

Implementation

History is taught discretely through an overarching theme for the term enabling staff to make meaningful cross-curricular links. When the termly curriculum driver is History, it is taught weekly ensuring that the key concepts can be covered in the depth and breadth that is needed to gain conceptual understanding. Chronological awareness and understanding is vital to our children's historical education and the use of timelines supports this. When a new topic is taught, previous time periods studied are added to a timeline in order for children to see how the new historical period fits within the overarching chronological framework. This enables the substantive concepts; Achievements and Technology, Invasion and Empire and Monarchy to be interwoven throughout the curriculum which is then revisited and referred to when looking at the next historical period allowing opportunities to build on prior knowledge and form meaningful links. The substantive concepts underpin the disciplinary concepts and knowledge required for the children's secure learning journey within History. This enables children to learn from and about the past, including the achievements of different time periods throughout history and their impact on the Modern World.

Through our hands-on investigative approach, children are able to handle artefacts and sources drawing historical conclusions as to the purpose and importance of objects, whilst looking at sources critically. In KS2, children are encouraged to analyse and critique sources of information, challenging the evidence and reliability of sources thus deepening their historical skills as Historians.

Our History curriculum capitalises on our rich locality and enables children to explore the local significance of Coughton Court to The Gunpowder Plot and Alcester as a Roman town. Children are given the opportunity to experience memorable moments both inside and outside of the classroom. They visit the Heart of England Forest and also our Forest School when learning about the Stone Age experiencing the life of a hunter-gatherer in order to compare and contrast the changes in the ways of life in Modern Britain compared to the Stone Age.

Staff use the History Skills Progression document and School's Long-Term plan to inform their own planning under the guidance of the subject leader. Each year group uses their Medium-Term Plans to inform their planning whilst capitalising on cross-curricular opportunities to make learning more relevant and meaningful. The medium-term planning also helps teachers to ensure National Curriculum coverage over the year, clear skills progression and a broad and balanced learning experience for the children. We mindfully plan memorable moments and cultural capital such as themed days, trips and workshops. While our curriculum has been thoughtfully planned, teachers have flexibility to respond to the interests of their cohort and to current affairs.

Impact

Through the high quality first teaching of History taking place we will see the impact of the subject in different ways:

Through pupil voice children will be able to talk about the skills and knowledge they have acquired. Children will be engaged in History lessons and want to find out more. Children will complete research independently through projects and homework and to further their own enjoyment about the subject or topic. Children will also be able to share their excitement with their friends, teaching staff and families about their new learning in History and their curiosity ignited into wanting to find out more.

Work will show that a range of topics is being covered, cross curricular links are made where possible and differentiated work set as appropriate. We have high aspirations for our children and expect the standard of work completed in History to mirror that of our core subjects.

Working walls will demonstrate the rich, history specific key vocabulary that children are accessing and applying accurately. This will be apparent in their dialogue when discussing History as well as in their written work. Children's work is displayed on our whole school timeline, enabling children to see where their work fits within the chronological framework.

As historians, children will learn lessons from history to influence the decisions they make in their lives in the future. Assessments and monitoring will show standards in History will be high and will match standards in other subject areas