

# History

## Intent, Implementation and Impact



*We always try to be that little bit better*

### Introduction

At the centre of our curriculum are our school aims and drivers. We believe that high-quality history lessons create **aspirational** children who want to know more about the past and to think and act as historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past, as well as that of the wider world, and to be able to communicate historically.

### Intent

Working in line with the National Curriculum, our history units are carefully sequenced to expose our children to a range of historical periods, knowledge, key historical skills and a solid understanding of chronology.

Over the last two years, our teaching and learning procedures have been updated and improved; the focus with our very youngest children is to embed solid key historical skills, for example: placing events and artefacts on a timeline, using sources to answer a range of questions and asking questions about the past.

As children progress through our school, their investigative and enquiry skills become more sophisticated and their knowledge deepens. Our curriculum is designed so children are able to think critically about history and communicate ideas confidently to a range of audiences, as well as to support, evaluate and challenge their own and others' views.

Each lesson is designed to give children an opportunity to recap on prior learning, encounter enquiry-based questions, interpret, analyse and consider the validity of historical sources. This will enable our children to develop the skills to think, reflect, discuss and evaluate the past - globally, nationally and locally.

Pupil Premium funding is used to allow disadvantaged children full access to extra-curricular enhancements such as, our history residential to York (Y5 What was life like in Tudor

England?), Vindolanda (Y4, Romans), Beamish (Y1 How have toys changed?), St Peter's Church (How hard was it to invade and settle in Britain?)

SEND children in our school are supported in their learning across the curriculum: 1:1 and small-group support is given when needed. Lessons are also adapted for those children who are working at greater depth in history - such as, testing hypotheses and comparing/contrasting historical themes across time periods (e.g. President Trump's border wall and Hadrian's Wall).

## Implementation

Our history curriculum is high quality, well thought out and is planned to demonstrate progression. History is taught as a block topic within a term, focusing on knowledge and skills stated in the National Curriculum. We use Kapow to deliver our history through its spiral curriculum with the following key priorities in mind:

**Cyclical:** Pupils return to the same disciplinary and substantive concepts during their time in primary school.

**Increasing depth:** Each time a concept is revisited, it is covered with greater complexity.

**Prior knowledge:** Upon returning to each concept, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

## *Planning*

1. **Long term:** Each year group covers three set history topics per academic year; these have been chosen carefully to ensure coverage of the National Curriculum objectives. Units are sequenced, so that in Key Stage 1, learning develops pupils' conceptual understanding of the past by making it relevant to their everyday lives. There is flexibility in the order that history units can be taught, particularly in Lower key stage 2 and Upper key stage 2, where similar skills and knowledge are covered in different historical contexts.
2. **Medium term:** Key enquiry questions form the basis of medium-term plans. These are mapped out alongside the knowledge and skills objectives covered.
3. **Short term:** Teachers break down topics into hour-long lessons that are combined with additional activities to enhance historical knowledge and skills. For example:
  - Access to artefacts in museums and places of interest, as well as secondary sources, such as books and photographs.
  - Visitors, who talk about personal experiences of the past and the opportunity to complete fieldwork.

To enhance historical understanding, we also provide:

- Whole-school assemblies focusing on key historical dates and figures.
- ‘What On Earth?’ weekly questions (whole school) on the history of mankind in various forms.
- Whole school events marking periods of historical significance, such as: Remembrance Day, St George’s Day, Windrush Day.

### *Teaching*

Lessons feature whole-class teaching and combine these with enquiry-based research activities. Challenge questions are also embedded for pupils to apply their learning in a philosophical/open manner. History learning also features ‘Flashback 4’ activity, which is used for quick recall of prior knowledge in the unit and learning from previous history topics (including those studied in previous years). Visits and visitors will allow children to apply their skills and build upon the appreciation of history in its wider context (e.g Hylton Castle research, Beamish Museum outreach, Roker battery excavations.) where we have adapted our history scheme of work to reflect the context of our school.

### *Learning Environment*

Most lessons take place in the classroom, but pupils also benefit from frequent history enhancements and opportunities to apply cross curricular skills through research using the Computing suite.

### Impact

We measure our impact of our curriculum through the following methods:

- A reflection on standards achieved against a clear skills progression document
- Yearly teacher assessments
- Pupil voice
- Parent feedback
- Monitoring
- Practice and Challenge questions and Flashback 4 - revisiting, and assessing, previous learning.
- Formative assessment - each lesson contains the assessing progress and understanding section.

### *Summative Assessment*

From EYFS to Year 6, children will be assessed at set points (termly) during the academic year. An assessment judgement will be reached using the Seaburn Dene knowledge and skills progression document. Evidence will also be gathered in history lessons and through a skills catcher at the end of each unit which requires children to draw upon their disciplinary knowledge through formal written assessments.