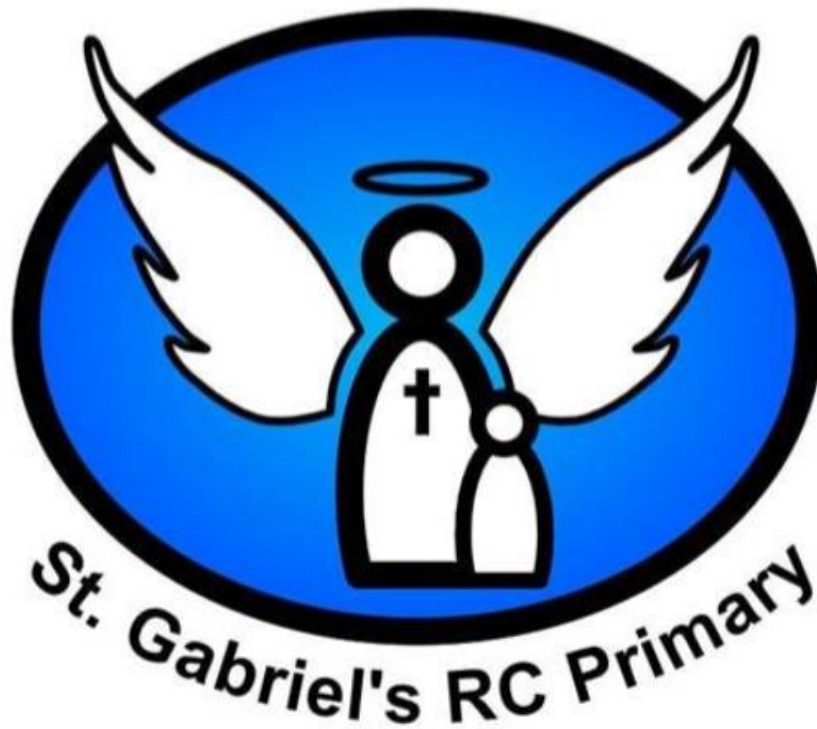




History

Intent, Implementation and Impact Policy

Intent, Implementation and Impact in History

INTENT	Subject Statement	Through history, we aim to offer a high-quality history education that will help pupils gain a coherent chronology, knowledge and understanding of Britain's past and that of the wider world. We aim for our curriculum to inspire pupils' curiosity, think critically and motivate them to learn. It plays an essential part in preparing us for living and working in the contemporary world, building blocks for a well-rounded citizen of the world.
	Subject Expectations	Teaching develops pupils' historical skills, concepts, knowledge and attitudes. It develops their skills to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of history we endeavour to teach children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. Through learning about the past it helps pupils to develop a sense of their own identity within a social, political, cultural and economic background. Because of this, we feel it is important for the subject to be taught discretely as well as incorporated within other curriculum subjects such as English.
	Conditions for learning	<u>Displays / Working Environment</u> Learning environments need to be utilised more effectively and consistently used for children to refer back to their previous learning in order to develop the long term memory. Each class should have: • A learning journey (a road) so children can refer back to what they have been taught. • Week 1 – Week 8 boxes with learning (skills) written inside them. • A history skill will be placed up on display, so that children know what skill they focussed on in that lesson. • Key questions with children's responses • Vocabulary • Knowledge organiser <u>Learning Behaviours / Attitudes to Learning</u> • Children have good knowledge of history and enjoy the subject, especially the lessons that have included artefacts and sources, including school trips and visitors. • Children enjoy their learning, especially when this is cross-curricular including subjects such as art, drama, debate, computing, etc • Children are engaged in history work and lessons are interactive and practical where possible. • Teachers provide opportunities for the children to work collaboratively. • Teachers scaffold the work so all the children have the opportunity to work independently.
	Planning	<u>Progression and Sequencing</u> • Progressive, well planned curriculum. <u>Planning</u> • History is planned through their topic ensuring cross-curricular links and that all the historical skills are taught. • High quality text linking to the history topic. <u>Structure of Lessons</u> • Each year has termly topics, where appropriate we integrate subjects. For example, pupils might engage with history content through English lessons, culminating in a piece of report writing. • A structure of a lesson depends on the teacher. Each topic should have a WOW lesson, this could be do through using artefacts, trips or bringing in visitors. <u>Resourcing</u> • Artefacts • Trips • Visitors • Knowledge Organisers

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IMPLEMENTATION	Curriculum	<u>Scope</u> • Varying levels of challenge and differentiation for children. • Progressive curriculum <u>Sequencing</u> • New knowledge and skills built upon through a progressive curriculum. <u>Knowledge</u> It is our intention that pupils become more expert and think like historians as they progress through the curriculum, accumulating and connecting substantive and disciplinary historical knowledge. • Substantive knowledge- this is the subject knowledge and explicit vocabulary used to learn about the content • Disciplinary knowledge– their knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts. It is through disciplinary knowledge that children gradually become more expert by <i>thinking like a historian</i>. This ensures that pupils develop the knowledge of key historical concepts of chronology, continuity and change, cause and consequence, and similarity, difference and significance and use this to draw contrasts, analyse trends and create their own structured accounts. In doing so, children learn how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. • Teachers use subject expertise knowledge and practical skills to provide learning opportunities • Content of the lesson is suitably demanding • The lesson content is appropriate to the age group and does not lower expectation • Teachers question children every lesson using knowledge organisers.
	Pedagogy Teaching and Learning Quality 1st teaching based on current research	<u>Learning</u> • Concepts embedded and progressed in each year group (see concept map). • Opportunities for creativity and individuality are planned for and implemented within lessons. • Cross-curricular work is planned for and utilised as regularly as possible. • Use of a range of artefacts/books/pictures/video/hook used as a stimulus <u>Teaching</u> • A range of learning and teaching strategies are utilised throughout the teaching of history as detailed below: - modelling - provide models / guide pupil practice independent practice; - enabling and deliberate practice; - daily / weekly review using retrieval questions; - new content of knowledge and skills introduced in small steps; - spacing and interleaving - ensure cognitive load theory practices are utilised from short term memory to long term memory; - growth mind-set; - metacognition; - build resilience; - scaffolding; - use of technology.

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	Meeting the needs of the learner	<u>Planning</u> • Medium term plan created at the start of each topic- this should be adapted for the needs of the children in the class • Using the planning format, teachers can see which skill they are teaching each term. • Opportunities for cross curricular writing, range of genres. • Lessons using artefacts and sources, including trips and visitors. <u>Provision for SEND / disadvantaged</u> • Support SEND by QFT used in writing lessons • Inclusion strategy • The full range of skills progression should be explored for all children and they should not be held back, i.e. if a child cannot write but can explain verbally, they should be recorded and put on seesaw. • Use of resources should be used <u>Challenge</u> • There needs to be varying levels of challenge and differentiation for children - if a large majority of pupils start from the same point, not all learners will be challenged appropriately. • Allow opportunities for ALL children to be included by varying activities and support <u>Catch up / interventions / Cumulative dysfluency / Addressing gaps</u> • Provide opportunities and experiences for children who may not have had them e.g. trips • Catch up if a child has missed a lesson. This could be done at the start of the lesson through the recap.
IMPACT	Review and Assess Assessment for Learning	<u>Questioning</u> Knowledge organisers created for each topic. At the start of every lesson, recall facts from the knowledge organiser and past lessons. Recall quiz at the end of each topic (using knowledge organiser) <u>Review of learning</u> Teachers effectively check for understanding <u>Feedback to improve</u> • Teachers give explicit, detailed and constructive feedback to improve verbally throughout the lesson and in written marking in books. • Children are asked a thought provoking question when appropriate in their books to further develop their understanding of religious concepts. Children need to review and answer these.
	Summative assessment	• Knowledge organisers created for each topic. At the start of every lesson, recall facts from the knowledge organiser and past lessons. • Recall quiz at the end of each topic (using knowledge organiser) • Teachers assess children's knowledge, understanding and skills in History by making observations within class and by analysis of their written evidence. Children will receive both verbal and written feedback as a means of development (through next steps).
OTHER	Culture	Love of history flourishes throughout school by: • Trips and visits • Workshops with specialist historians. • Opportunities to explore artefacts from a specific period of history. • Learning about and celebrating historical events • Learning about local history such as the Co-operative movement

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	Wider curriculum opportunities / Cultural capital	• Cross curricular writing • Celebrating key events- Jubilee, Coronation, Parliament week • Going on trips • Inviting visitors in • Understanding of key events
	Reading within the Curriculum Area	• Each class should have a key text linking to their topic. • In the classroom libraries, each year could have a basket/table with books to do with the topic taught that term.
	Related Policies	• Handwriting and Presentation • Feedback and Marking to improve • Teaching and Learning • Assessment