



History: Intent, Implementation, Impact

Intent

At North Clifton Primary School, we are **HISTORIANS!** We want our children to love History. We want them to have no limits to what their ambitions are and grow up wanting to be museum curators, archaeologists, research analysts... the list is endless! 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 based on their historical heritage. This enables our children to learn to value their own and other people's cultures in modern multicultural Britain. We aim to make all children aware of the actions of important people in history and enable children to know about significant events in British history, whilst appreciating how things have changed over time. History will also ensure our children understand how Britain developed as a society, contributing to their understanding of their country of residence. Furthermore, our children will learn about aspects of local, British and Ancient history. This wider awareness leads to the children having some knowledge of historical development in the wider world. We believe that by allowing the children to understand the importance and enjoyment of History through different opportunities, they will become enthused learners in History. In History at our school, we will also give children opportunities to develop their skills of enquiry, investigation and analysis.

Implementation

At North Clifton, History is taught mainly through topics each week. It is made explicit to pupils that they are being taught History, even though it is taught as part of the topic. Topics are blocked to allow children to focus on developing their knowledge and skills; studying each topic in depth. We have developed a progression of skills within each year group, which enables pupils to build on previous knowledge and develop their skills each year. Our 2 and 4 year rolling programmes mean that although History is not taught chronologically, we ensure children gain a solid understanding of time periods with the use of giant timelines around the classrooms.

In KS1, History begins by looking at the children's own personal history and introduces them to the idea of chronology and timelines. We will focus on significant events and people who have shaped society, locally, nationally and globally.

In KS2, our 4 year rolling programme ensures all children study aspects of Local History, British History and Ancient History. Although the topics are not taught chronologically, the children create posters to add to our class timeline to ensure they all develop a secure understanding of chronology and how history fits together, allowing children to confidently place each time period. This allows pupils to consistently build on previous knowledge and learning by placing previously taught History topics on a timeline.

In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous topics as well as previous lessons. At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic.

Children are given a knowledge organiser at the start of each topic which details some key information, dates and vocabulary. This is also displayed in the classroom and then stored in an accessible file for children to use as and when they need to or would like to. This is used to support children with their acquisition of knowledge and is used as a reference document.

Medium term planning for all units will cover key historical concepts: Chronological understanding, Historical knowledge, Historical interpretation, Historical enquiry and organisation and communication.

Children are given opportunities, where possible, to study artefacts (or photographs of artefacts) leading to enquiry, investigation, analysis, interpretation, evaluation and presentation.

We plan for effective use of educational visits and visitors, to enrich and enhance the pupil's learning experience and the History curriculum.

Teachers use highly effective Assessment for Learning at different points in each lesson to ensure misconceptions are highlighted and addressed.

Effective modelling by teachers ensures that children are able to achieve their learning intentions, with misconceptions addressed within it.

Through using a range of assessment tools, differentiation is facilitated by teachers, to ensure that each pupil can access the History curriculum.

Children are given clear success criteria in order to achieve the Learning Intention with different elements of independence.

Pupils are regularly given the opportunity for Self or Peer Assessment, which will then be used to inform planning, preparation, differentiation and address misconceptions within that lesson, or for the next lesson. Self-assessment grids are used by the children to help show their understanding. Our Foundation Assessment document allows us to use data to inform future practice.

Cross-curricular links are planned for, where possible, with many other subject areas including Maths, English, Geography and Computing.

Attractive displays which answer key questions and celebrate children's learning, help to create a rich learning environment for each History focus. Assemblies also include information and quizzes about key Historical figures. Immersion Days at the end of a topic help to consolidate the children's understanding and add to the enjoyment of the topic, allowing for children to experience what it was really like to live in that time period.

The Humanities Lead regularly monitors, evaluates and reviews the History provision. This regular review aims to celebrate and share good practice, contributing to the ongoing improvement of the subject across the school.

Impact

At the end of each year, the children will have been exposed to a range of historical concepts, building on previous knowledge and skills. The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave North Clifton reaching at least age-related expectations for History. Our History curriculum will also lead pupils to be enthusiastic history learners, evidenced in a range of ways, including pupil voice and their work.