History – Intent, Implementation and Impact.

Intent.

Our aim is that all of our children are enthusiastic and passionate when learning about the past. Our curriculum is planned in line with the Primary Curriculum 2014 for History. We teach a sense of chronology; with our youngest learners focusing on what is known and being able to talk about events in their own lives and lives of family members to our eldest learners having developed a secure sense of chronology both in Britain and the wider world.

Through carefully planned, progressive lessons, our children learn about the significance of different historical periods, historical figures and how history has shaped their lives and the world today. They understand their place in the world and in the long story of human development.

Our history teaching also aims to ensure that our children understand how Britain has developed as a society, contributing to their understanding of their country of residence. It is important that our history curriculum teaches our children to value their own and other people’s cultures. By the end of year 6, it is our aim that all our children think like historians. They are able to reflect, debate and evaluate the past, formulating and refining questions and lines of enquiry. They have a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Implementation.

History is delivered through subject specific teaching, organised into themes. We maintain strong links to the National Curriculum, to ensure all aspects, knowledge and skills of history are being taught across all year groups. We have progression grids to ensure there are clear skills, knowledge and vocabulary progression, throughout the school. Lessons are clearly differentiated to ensure the needs of all the learners are met. Consideration is given to how greater depth will be taught, as well as how learners will be supported in line with the school’s commitment to inclusion.

The Early Years Foundation Stage follows the ‘Development Matters in the EYFS’ guidance which aims for all children in the foundation stage to have an ‘understanding of the world; people and communities; the world and technology’ by the end of their academic year.

**In EYFS** children find out about past and present events in their own lives, their families and other people they know. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, growing plants, observing the passing of seasons and time and looking at photographs of their life and of others. Practitioners encourage investigative behaviour and raise questions such as, ‘What do you think?', ‘Tell me more about?', 'What will happen if..?', ‘What else could we try?', ‘What could it be used for?' and ‘How might it work?' Use of language relating to time is used in daily routines and conversations with children for example, ‘yesterday', ‘old', ‘past', ‘now' and ‘then'.

and to be able to place different periods of history on a timeline

**Key Stages 1 and 2**: At the start of each area of study, children revisit prior learning and explore the “bigger picture” to investigate recurring themes throughout history and how the current area of study fits within their timeline of history studied at Wittering Primary School. They have the opportunity to share what they already know about a current topic. Mind Maps are recorded in their topic books. These are built upon as children add their substantive knowledge.

Coverage and planning documents for all units will cover key vocabulary and historical skills: Chronological understanding, Historical knowledge, Historical interpretation, Historical enquiry and organisation and communication. Embedded in our planning and teaching, children are given clear success criteria in order to achieve the learning intention with different elements of independence. Cross-curricular links are planned for, with other subjects such as geography, art, maths, writing and computing. Educational, immersive displays that answer key questions help to create a rich learning environment for our history focus.

Children are given opportunities, where possible, to study artefacts leading to enquiry, investigation, analysis, interpretation, evaluation and presentation.

Our historians will be given a variety of experiences both in and out of the classroom, where appropriate, to create memorable learning opportunities and to further support and develop their understanding. Our community and environment provide stimulating opportunities for the children to learn about local history. Children are given the opportunity to explore this, including visits to Flag Fen, Peterborough Museum, Burghley House, RAF Wittering’s base and the village church.

**Impact.**

The impact of our history curriculum leads to progression over time across key stages relative to a child’s individual starting point and their progression of skills. Children are expected to leave year 6 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. Children’s work demonstrates that history is taught at an age appropriate standard across each year group, with opportunities planned in for children working at greater depth. From pupil book study and pupil voice, work is of good quality and demonstrates that our children are acquiring knowledge, skills and vocabulary in an appropriate sequence.

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