



History

Intent, Implementation and Impact

Intent

The children at Long Meadow School enjoy history and understand Britain's history and their place in the wider world.

Our intention is that pupils gain a coherent knowledge and understanding of the history of Britain and that of the wider world by the end of Key Stage 2. Throughout the programme of study, children acquire key knowledge and skills through direct teaching, practical experiences and visiting places of interest.

The children are taught to know and understand history as a chronological narrative from the earliest times to the present day. They learn about significant aspects of the history of the wider world in order to develop a sense of identity and a cultural understanding based on historical heritage. As historians, they understand the diversity of societies and their beliefs and can celebrate these differences. The aim is for all pupils to be respectful and appreciative of what historical knowledge they have gained.

We aim to inspire their curiosity about the past, so that they develop an understanding of key events and significant people (and the influence they have had on the world today). By visiting places of interest and welcoming visitors, the children will further enhance their broader learning experience. Historical enquires are made through the children asking questions, thinking critically and considering evidence. Children develop their love of history and a sense of perspective through the teaching of history.

Implementation

Throughout the pupil's history journey, they will continually move through a progression of skills that are from the National Curriculum, beginning with the foundations of what take place in Early Years and then on to KS1 and KS2. It takes into consideration what they will go on to study in KS3. A 'Roadmap' shows the pupils learning journey throughout.

In addition to this, skills will be built upon through our heads, hands and heart curriculum and applying the 'Magenta Principles' of think, talk, do. Key questions are incorporated into each lesson, and this knowledge is revisited regularly. Key vocabulary is introduced with every topic and will be shared through classroom displays and knowledge organisers. Parents are able to access a copy of the knowledge organisers for each topic on the school website, so they can support their child at home and reinforce learning taught at school. Scaffolds are available to enable all children to access the learning and pre-teaching of subject specific vocabulary is encouraged, especially for SEND and EAL pupils.

High quality lessons will inspire the pupils to want to know more about the past and to think and act as historians; understanding their role in time. History will be taught in unit blocks (topics), usually over a half term. Lessons are logically sequenced within each topic. This

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approach provides an in-depth knowledge of the history learning studied and provides pupils with the time needed to use and develop their skills as historians. The learning will be revisited regularly, through early work activities ('sticky' learning) and quizzes to ensure that children retain the key knowledge and skills.

Often the topic will involve a launch/hook day in order to engage and enthuse the children. This may include a knowledge harvest (baseline) in an appropriate form e.g. mind maps, KWL grids or verbal discussions as well as an exploration of that time period or historical event. Where possible, the teaching will be enhanced by having visitors into school or by visiting a place of interest (e.g. a museum, historic house, local historic areas) and, in order to fully immerse in the time period, cross curricular links will be made, where possible.

History is promoted through the celebration of anniversaries, festivals and events throughout the year, which will link to our school and its community (e.g. Jubilee celebrations and commemorative days). This allows pupils to see how history fits in with their wider lives and provides a relevant context for their learning.

Timelines will be placed in every pupils' books and referred to during the topics – making links between periods of time. Topic by topic, year on year, pupils will add to the timeline as they acquire new knowledge. This will build their understanding of chronology and how historical events are linked.

Planning is completed by history subject leaders, to ensure it is fully in line with the National Curriculum, as well as progressive throughout the school. Each topic is reviewed annually to ensure high quality and relevance.

Impact

The impact of our history curriculum is measured in a variety of ways. At the end of each lesson, teachers identify and note down pupils who need further support or those who have shown a deeper understanding. These notes, along with observations and evaluations of learning, form the judgements made at the end of the unit; this is logged on 'Insight.'

In line with the hands, head and heart curriculum and NC age-related expectations, monitoring will show that teaching is effective. It will show that the children understand chronology, that they can investigate and interpret the past and have a good overview of world history.

Monitoring is carried out termly; pupil voice, planning and books scrutiny, learning walk and lesson observations will provide the basis for this. Feedback is provided to the teachers so they can build on good practice and make improvements as needed.

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