

# Curriculum Intent Statement for History

## Intent, Implementation & Impact

### What is the Intent of our history curriculum?

At St.Botolph's CE Primary School, it is our intent that children grow up enjoying history and understand the connections between the past and the present. Our children will become confident historians, and this will enable them to have a better understanding of the society in which they live. Sound historical knowledge and consistently high Quality First Teaching is key to delivering a quality history curriculum that is fully inclusive to each child. We aspire to make history as 'real' as we can and use educational visits, fieldwork and visitors to aid this helping children to gain in their knowledge and skills.

Linked to the National Curriculum, our teaching equips pupils with;

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods, including significant events in Britain's past.
- Being able to think critically about history by questioning and deducing, and then communicating ideas confidently.
- Making critical use of historical evidence to evaluate and challenge their own and others' views.
- A developing awareness of how and why people interpret the past in different ways.

We aim to provide our children with a wide range of opportunities to build on prior learning and conceptual understanding so they can make secure connections. We begin with historical learning about the local area and use this as a stepping stone for further learning opportunities.

Children have the time to practise skills so they can become successful learners. They also have time to revisit areas to secure knowledge.

We want them to become confident historians who can reason, justify and explain. They are given the support, skills and encouragement in order to enable them to enjoy their learning. We also encourage them to develop inquisitive minds and self-belief so they want to push themselves to learn more.

## How is our history curriculum being Implemented?

We have worked together as a staff team to develop a program of history for our school but we are always keen to learn more in order to ensure that our curriculum is the best it can be for our children.

### **Planning & Organisation**

In our FS, staff work hard to provide the children with a range of experiences linking the past and present using resources familiar to the children to build initial skills and understanding.

In Key Stage 1 and 2 history is designed within the Key Stages, making sure the requirements of the National Curriculum are covered. Key Stage 2 is divided into Upper and Lower Key Stage 2. As a school, the foundation subjects are linked to a country that we use as an inspiration and a basis for detailed planning. During each year, two countries are studied. Reference to the history National Curriculum is made to ensure coverage is accurate.

Long-term planning	National Curriculum - History Chris Quigley Essentials Curriculum (Depth of Learning Tracking System)
Medium-term Planning	Golden Nuggets of key historical information have been chosen and highlighted on knowledge organisers for each country studied in each key stage. Key stage teams work together to ensure all skills and knowledge are covered when developing their plans based on these countries.
Short-term planning	Short-term planning - 'Creative curriculum' planning created in teams, the lessons are planned and ordered to ensure a full coverage of subject knowledge, whilst allowing children opportunities to revisit and develop their skills and knowledge.

Teachers plan in Key Stages to ensure a consistency of approach. They also focus on key historical vocabulary and terminology so children understand how important comprehension is to their understanding of a question. Trips, fieldwork and visitors are also planned to enhance the learning experience.

Presently, Key Stage 1 teaches history in separate year groups. Key Stage 2 work in mixed year classes. In Lower Key Stage 2, Year 4 will work more independently on their skills and develop their knowledge to a greater depth. Year 3 will work with more scaffolding from the teacher. The same is true of Upper Key Stage 2, where Year 6 will work more independently and Year 5 will work with more support from the teacher.

In classrooms, you will see children who are focused on their learning. Discussion and collaboration is encouraged alongside independence and resilience. We like our history lessons to be engaging and enjoyable. Children are given opportunities to repeat and reinforce learning and follow lines of enquiry.

## How do we know what **Impact** our history curriculum is having on pupils' historical knowledge?

Our history curriculum is well planned to demonstrate progression. For each country studied in each key stage, we have a curriculum map that outlines the indicators for all foundation subjects, including history, as taken from Chris Quigley and closely matched to the National Curriculum. All skills are mapped on a progression document and all knowledge is included on a knowledge organiser for each country taught.

The history Subject Leader assesses the impact of our history curriculum on our pupils in terms of their history knowledge and skills in the following ways;

- ❖ Pupil/teacher 1:1 meetings and assessments - How do the children feel about history? What are their perceptions of how they are doing? What can they do well? What are their next steps?
- ❖ Google quizzes at the end of each topic - key stage teams have developed quizzes to assess the children's understanding of the key Golden Nuggets of information taught throughout each topic. These Golden Nuggets are highlighted on each country's knowledge organiser and underpin planning. Google quizzes can be retaken at any time to assess the levels of key information being retained.
- ❖ Monitoring and evaluation of pupils' work, planning, observation of lessons and pupil voice.
- ❖ Team planning- whole school Inset days, whole school and key stage meetings.

We support children to strive to be the best historians they can by ensuring a greater proportion of children are on track to meet and exceed their potential. Children are developing skills in being articulate and are able to verbally, pictorially and in written form communicate well.

## **Who else supports the pupils so they can excel and enjoy history?**

### **Working together - Support from Stakeholders**

**Pupil Voice** - Teachers have the opportunity to speak to individual pupils on a one-to one basis during the year. They discuss areas of strength and challenge, and next steps in their learning.

**Parental support** - We work with parents to keep them informed of the work we are covering in school so links can be made at home.

**Governor Support** - Our history governor meets regularly with the subject leader to discuss history. Monitoring visits are made and data is shared and discussed. Challenging questions are asked of subject leaders and reports are written.