

History Curriculum Statement
Intent, Implementation & Impact
2023/2024

<h2 style="text-align: center;">Intent</h2> <p style="text-align: center;"><i>What will take place before teaching in the classroom?</i></p> <p style="text-align: center;"><i>(Curriculum design & coverage - knowledge and understanding)</i></p>	<h2 style="text-align: center;">Implementation</h2> <p style="text-align: center;"><i>What will this look like in the classroom?</i></p> <p style="text-align: center;"><i>(Curriculum delivery – teaching, assessment and feedback)</i></p>	<h2 style="text-align: center;">Impact</h2> <p style="text-align: center;"><i>How will this be measured?</i></p> <p style="text-align: center;"><i>(Attainment and Progress)</i></p>
<p>The school’s senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. 	<p>Our teaching sequence will be:</p> <ul style="list-style-type: none"> ○ Big picture: Placing of the History being studied in the chronological context of previous learning, using the school and class timelines. ○ Daily review: Brief review of learning covered in previous lesson/s ○ Specify key vocabulary to be used and its meaning ○ Conduct Historical enquiry using a variety of sources and / or artefacts ○ Interpret their findings ○ Communicate their historical knowledge and understanding appropriately ○ Evaluate their learning ○ Compare with other historical periods studied as appropriate 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> ▪ A progression of understanding, with appropriate vocabulary which supports and extends understanding ▪ Confidence in discussing history, their own work and identifying their own strengths and areas for development ▪ A developed understanding of the methods and skills of historians at an age appropriate level
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as historians. • Ensure an appropriate progression of history skills and knowledge is in place over time so that pupils are supported to be the best 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> ○ Provide appropriate quality resources for each area of the curriculum. ○ Have developed displays, which are updated regularly and include high quality pieces of work and carefully chosen vocabulary. ○ Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> ▪ Pupils have had opportunities for practise and refinement of skills ▪ A varied and engaging curriculum which develops a range of historical skills. ▪ Developed and final pieces of work which showcase the skills learned. ▪ Clear progression of skills in line with expectations set out in the progression grids.

<p>historians they can be, and challenge teachers to support struggling historians and extend more competent ones.</p> <ul style="list-style-type: none"> • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. • Keep up to date with current history research and subject development through an appropriate subject body or professional group. 	<ul style="list-style-type: none"> ○ Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills. 	<ul style="list-style-type: none"> ▪ That pupils, over time, develop a range of skills and techniques across all of the areas of the historical curriculum.
<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. 		<p>The curriculum leader will:</p> <ul style="list-style-type: none"> ▪ Celebrate the successes of pupils through planned displays. ▪ Collate appropriate evidence over time which evidences that pupils know more and remember more. ▪ Monitor the standards in the subject to ensure the outcomes are at expected levels. ▪ Attend and provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.

<p>Our children will:</p> <ul style="list-style-type: none"> ● Become increasingly critical and analytical thinkers ● Possess a secure understanding of the chronology of the British Isles and other important periods of History ● Discover and make links and connections and contrasts with the History they learn and the wider community and locality ● Further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies and epochs ● Differentiate between source types and explain how interpretations in History may differ ● Draw on similarities and differences within given time frames and across previously taught History ● Frame historically-valid questions from their own opinions and interpretation of the past ● Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance. 	<p>Our children will be:</p> <ul style="list-style-type: none"> ○ Engaged because they are challenged by the curriculum which they are provided with. ○ Resilient learners who overcome barriers and understand their own strengths and areas for development. ○ Able to critique their own work as an historian because they know how to be successful. ○ Safe and happy in history lessons which give them opportunities to explore their own creative development. ○ Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses historical skills and knowledge ○ Develop historical skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. 	<p>Our children will:</p> <ul style="list-style-type: none"> ▪ Be increasingly critical and analytical within their thinking. Making informed and balanced judgements based on their knowledge of the past. ▪ Be aware of how historical events have shaped the world that they currently live in. ▪ Have a further understanding of history on a local, national and global level. ▪ Have developed enquiry skills to pursue their own interests within a topic and further questioning. ▪ Have encountered or participated in high-quality visits/visitors to further appreciate the impact of History. ▪ Retain prior-learning and key knowledge ▪ Make connections between what they have previously learned and what they are currently learning. ▪ Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance ▪ Use historical concepts to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
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