

## Grange Primary School



### Intent, Implementation and Impact Statement - History

#### **Intent**

At Grange Primary School we aim to provide a History curriculum which will spark a sense of curiosity and fascination about the past. Children will act and think as historians. Our History curriculum is designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum, as well as the 'Understanding the World' section of Development Matters. It is progressive, cumulative and sequential. The children will focus on five key threads that are interleaved: they enable children to build on prior learning, make connections and recognise similarities and differences.

We intend to deepen children's learning experiences by ensuring they have a good knowledge and understanding of events, people and changes in the past. They will develop an understanding of chronology; understand how history is interpreted through the analysis of primary and secondary sources of information; and develop critical thinking skills in order to gain perspective and judgment. Children will use different methods of enquiry in order to know about the world in which we live (where we are from and our past); recognise how history has impacted our society today and identify how we will make changes in the future. At Grange we will strive for all pupils to learn about the past and how and why it is interpreted in different ways.

#### **Implementation**

Our History curriculum is mapped out to ensure progression. History topics are taught once a week on alternate half terms. Learning questions and success criteria reflect the specific history skills and knowledge being learnt and cover the skill from our history progression map.

Skills and knowledge are built upon each year, following a clear progression across the different year groups. "Sticky knowledge" links are made clear and referred to within lessons across the curriculum. Our History topics focus upon five major threads (monarchy and rule; invasion and settlement; achievements and legacies; trade and exploration).

These threads are ambitious and allow children to build upon their knowledge of chronology, as well as developing an understanding of common themes throughout History and make comparisons. For example, for the monarchy and rule thread, children learn about fairy tales, castles, princes and princesses in EYFS; the actions of King Charles II during the Great fire of London in Year 2; Henry VIII's actions relating to the dissolution of the monasteries and his treatment of women; and Queen Victoria when learning about the Victorians in Year 5.

Topic knowledge organisers, containing key vocabulary and outlining facts, are used to support learning in the classroom. These additionally support the retention of facts in the long-term memory and are used as assessment tool by staff.

Community links and partnerships are utilised to enhance the children's learning experiences through projects, talks and trips. We use our locality, rich in History, in order to consolidate and extend learning taking place in the classroom (for example, visiting Monument for the Great fire of London topic and the Tower of London for the Tudors topic).

Learning is made memorable and encourages children to develop empathy with those from the past. Lessons are taught in a creative way ensuring the objectives for history are the key focus. Learning is captured using photos, videos of activities, quotations, learning reflections, thinking keys, discussions, drawings, diagrams, explanations, drama, and debates. We encourage cross-curricular links, particularly with English. At the end of a unit, a non-fiction writing piece is created with sub-heading and photos/pictures. Additionally, English texts are taught relating to History topics covered in previous years, thus continuing to build upon and develop "sticky knowledge". These English texts are fully inclusive of all ethnicities and genders, reflecting our diverse school community. Early Years History follows the 'Development Matters' curriculum and is taught through the 'Understanding the World' strand. Topics selected include historical themes and provide a foundation for later historical learning. Children are provided with opportunities to explore artefacts from the past, read books and learn stories from history and interact with members of the community.

### Impact

Our History curriculum instils enthusiasm amongst the children and encourages them to learn and delve further into the past. Children recall important facts related to the information outlined within the Topic title. They develop their own opinions regarding historical events; and can speak confidently about various aspects of British and World History using accurate historical vocabulary. As a result of focusing on five threads, children can make comparisons and identify similarities and differences throughout History. Children's progress is assessed regularly using the Topic assessment sheet at the start of the unit.

Children working at Greater Depth in History use reasoning within their arguments and to support their viewpoints using their knowledge. Pupils make links to prior learning and identify recurring themes within History. Additionally, pupils make links to the lives of their ancestors and can say where they have a place in the history books. Children working at Greater Depth in History use reasoning within their arguments and to support their viewpoints using their knowledge.

Learning about the past helps develop children's perspectives, understand how our present has been shaped by the past and how it will impact our future. Children can understand change; think critically and pose questions in order to deepen their understanding and find out more.