

	<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
<u>History</u>	<ul style="list-style-type: none"> <li>• To help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world and establish, within pupils, a clear sense of chronology.</li> <li>• We aim to inspire pupil’s curiosity, so that they want to know more about the past and understand how past events have impacted upon our lives today.</li> <li>• To stimulate pupils’ curiosity to know more about the past.</li> <li>• To ask perceptive questions, think critically, weigh evidence, think analytically, and develop perspective and judgement.</li> <li>• Understand the importance of enquiry skills when learning.</li> <li>• Begin to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</li> </ul>	<ul style="list-style-type: none"> <li>• History is taught in termly blocks throughout the year, so that children develop a deeper understanding and depth to their learning.</li> <li>• Teachers understand the key knowledge and skills of each topic to ensure progression throughout each year group across the schools.</li> <li>• We start each new term with a ‘hook’ for learning. Hooks provide engagement, excitement and a gateway into a new and exciting topic. Our hook lesson is described as WOW with every hook different in its own unique way. Hooks can vary from: archaeological digs, being hands on with artefacts, WOW videos, visitors in school and many more.</li> <li>• History is embedded throughout the curriculum using cross-curricular outcomes, by creating strong links between the history curriculum and literacy lessons enables further contextual learning.</li> <li>• History provides excellent opportunities to support all learning abilities through investigations, outdoor learning and analysing sources. We are incredibly fortunate to have a vast amount of outdoor space, to allow children to be hands on with history, this helps to support our commitment to inclusive learning.</li> <li>• Educational visits and visitors are a key part of our history curriculum. They offer opportunity for the teachers to plan for additional history learning outside the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have a secure chronological knowledge</li> <li>• Pupils confidently ask and answer questions about the past</li> <li>• Pupils apply previously taught learning of key concepts to current learning</li> <li>• Pupil voice demonstrates that they enjoy history and recall their learning over time.</li> <li>• Pupils can explain which sources are most useful and identify relevant information to support their research</li> <li>• Pupils are prepared for their next stage of education</li> <li>• Planning and subject knowledge is supported by CPD for teachers.</li> <li>• Pupils are prepared for a successful life in modern Britain and understand the role, contribution, and importance of different groups of people.</li> </ul>

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