



Intent, Implementation and Impact in History

Intent	Implementation	Impact
<p>Our aim at Oakmere Primary School is to encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Our historians will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day.</p> <p>Our History curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that ‘a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past.’</p> <p>To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Chronological Understanding; Historical Understanding; Historical Enquiry; Interpretations of History; Organisation and Communication are all mapped out to ensure that pupils build on secure prior knowledge.</p> <p>When covering each of these strands, the content will be carefully organised by each year group through a long term plan. Content knowledge, vocabulary and skills will</p>	<p>All learning should start by revisiting prior knowledge. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.</p> <p>Consistent learning walls should be in every classroom to provide constant scaffolding for children. Subject specific vocabulary should be displayed on the learning wall along with key facts and questions, and model exemplars of the work being taught.</p> <p>History assessment should be ongoing throughout the relevant cross-curricular themes to inform teachers with their planning lesson activities and differentiation. Summative assessment should be completed at the end of each topic where history objectives have been covered.</p> <p>Our historians will be given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities and to further support and develop their understanding.</p>	<p>Children enjoy and are enthusiastic about history in our school. There is a clear progression of children’s work and teachers’ expectations in our school. Children’s work shows a range of topics and evidence of the curriculum coverage for all history topics. Children are becoming independent learners and show curiosity.</p> <p>Feedback from teachers has impact on our pupils, often with next step questions to push learning on.</p> <p>Standards in history at the end of the key stages are good and issues arising are addressed effectively in school.</p> <p>Teachers’ judgements are moderated internally and externally where appropriate.</p> <p>Our SLT and governors are kept up to date with developments in the way history is run in our school with subject reports, action plans and review meetings.</p>

<p>then be planned for at a greater level of detail in the medium term plan. History is delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.</p> <p>The History units taught have been developed to help children appreciate their own identity and the challenges in their time. It will help them understand the process of change over time and significant developments.</p>	<p>This year at the beginning of the unit, the company, 'History Off The Page' came to the school to do workshops for the children so they could be actively engaged in their learning. This was through role-play and the use of artefacts and costumes from the relevant topic. Year 6 studied World War Two and the workshop was entitled, 'Homefront '40: Operation Pied Piper Day'.</p> <p>Year 5</p>	
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