



History – Intent, Implementation and Impact

Intent

At Pottery Primary School our aim is to teach history in a stimulating way in order to inspire the children's interest in the world around us. Our curriculum allows the children to increase their confidence and self-esteem as history is taught through cross curricular approaches as well as focused lessons. The whole school plan aims to ensure that learning is progressive and that historical skills are central to learning. We aim to deliver high quality teaching environments that enables all children to achieve.

We want our children to learn whilst having fun, feeling motivated and engaged in their learning, We want to equip our pupils to be exceptional, secure, consistent and ambitious designer and develop and nurture their talents and interests whilst empowering them to learn new concepts, skills and knowledge in a purposeful and exciting curriculum which will support them on their future learning journey.

Implementation

Pottery Primary will provide an excellent history education, which will help children gain a coherent knowledge and understanding of Britain's past and that of the wider world. It stimulates the children's curiosity to know more about the past. Teaching should equip children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps children to understand the complexity of people's lives, the process of change, the diversity of societies and the relationships between different groups, as well as their own identity and the challenges of their time.

Impact

The history curriculum should have a profound and positive impact on the outcomes of every child. The structure of the curriculum enables us to return to core knowledge repeatedly over the years, embedding key aspects of understanding.

As a result of teaching history at Pottery, children will be able to

- Demonstrate a developing awareness of the past
- Describe the people and events studied and discuss how they fit within a chronological framework.
- Identify similarities and differences between ways of life in different periods.
- Use a wide vocabulary of everyday historical terms
- Ask and answer questions choosing, in order to show understanding of key features of events.
- Demonstrate that they understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- Know about British, local and global history and make connections and contrasts using historical terms.

The curriculum documents for history, outline the key lines of enquiry and core knowledge for each historical topic and these are supported with;

- Planning defining the core knowledge and lesson sequence.
- Lesson resources exploring the core knowledge

As such, the impact of the curriculum will be judged by how well the children can remember, understand and apply the core knowledge they have learned.

Teachers should frequently reflect on whether students know more and are able to remember historical information from earlier in the course as well as what they have most recently studied. They should look to ascertain whether students are becoming more comfortable with the first and second order concepts and are developing their ability to articulate their understanding, explanations and arguments verbally and in writing. Our teachers rely on a range of assessment tools to allow them to do this, including:

- Low stake quizzes
- Assessments for learning (questioning)
- Extended writing
- Challenge tasks
- Pink book monitoring
- Pupil interviews
- Book looks