



History - A statement of Intent, Implementation and Impact

Intent

At Corvedale Church of England Primary School, our *intent* is to deliver a History curriculum that is accessible to all and will maximise the outcomes for every child so that they know more, remember more and understand more.

We intend to provide a high-quality, broad and balanced history curriculum, stimulating pupils' curiosity about the past and encouraging pupils to consider how the past has influenced the present. We will make use of the rich seam of local history available to us, as well as looking outwards to the wider world. We will do this through evaluating a range of primary and secondary sources, taking part in visits, talking to visitors, carrying out research and identifying cross-curricular links.

We will support our historians to develop skills of enquiry, investigation and analysis, including an understanding that interpretations may differ and that bias may apply.

Through our study, we can begin to understand the complexity of peoples' lives, the process of change and the diversity of societies. In turn, this can help us reflect on our own identity and place in a challenging world; Learning about the past can influence pupils' attitudes to the present and the future.

Implementation

- We plan a 2 year/3 year Rolling Programme of Study for our mixed-age-group classes and check coverage for each cohort throughout their school journey with a Progression Map. Studies are enquiry led and linked to identified aspects of Skills Progression.
- We use Knowledge Organisers at the start of each Unit of Work to scaffold learning, place it in context, support new vocabulary and retain new facts.
- With every year group, we will build upon the learning from prior year groups therefore developing depth of understanding and progression of skills (chronological understanding, knowledge and interpretation, and historical enquiry).
- We ensure pupils will have access to quality artefacts, sources and resources. Effective use of educational visits and visitors are planned to enrich and provide first-hand learning experiences for pupils.
- We ensure pupils will be given opportunities to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- Teachers and TAs ensure inclusion for all in lessons by providing scaffolding, extra resources and support.

- We record evidence of pupil's work in red topic books. This book also contains geography work.
- Our assessment is informed by observations during lessons, verbal feedback and work scrutiny. In classes 2 and 3, at the end of each topic, we use our Hi-Five History assessment to check substantive knowledge and follow up on our enquiry question (disciplinary knowledge). Working Towards/Working At/Working Above age-related Expectations are recorded for history at the end of each termly topic (KS1 and KS2).
- There are planned cross-curricular links with our English Schemes of Work (Pathways 2 Write and Pathways 2 Read). Other links to subjects regularly occur and allow children to deepen their understanding across the curriculum, including in geography, science and RE.

Impact

At Corvedale, pupils are enthusiastic students of history, taking an active interest in the topics and the concrete experiences on offer. Pupils will be confident to talk about what they have learnt in history using subject specific vocabulary and will be able to make links between topics using themes such as invasion, settlement, democracy. They will recall learning over time, supported by our Hi-Five Assessment structure and, in class, by teachers using recap pedagogy. Pupils will become increasingly critical and analytical with their thinking and will be able to compare and contrast events and identify consequences.

Our students of History will have gained a richer vocabulary, memorable experiences and will have become aware of how historical events have shaped the world that they currently live in.