



# History: Statement of Intent, Implementation and Impact



*Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.  
Matthew 5<sup>16</sup>*

## Intent

At Shottery St. Andrew's, history involves engaging pupils in investigating questions about people and events in the past - in order to enable them to better understand their lives today. Through our teaching of in-depth studies, of particular events in history, pupils also develop a wide range of critical thinking skills. As a result, pupils are able to understand, reach conclusions and ultimately make judgements about the past.

"They need to know that the story of the past is told differently. They need to grasp that history is created from the evidence that remains. Sometimes this evidence is fragmentary or contradictory so we have to weight it and test it for reliability" (Keystage History Online).

We structure learning in history through big question led enquiries about relevant historical topics, places and themes. Our curriculum therefore is 'knowledge rich' rather than content heavy as we recognise that if we attempt to teach historical topics, places, themes and issues in their entirety we restrict opportunities for pupils to master and apply critical thinking skills and achieve more challenging subject outcomes.

We aim that all pupils:

- Are provided with 25 hours of History per year
- Undertake a local history study - Local history provides a wonderful example to see how well pupils can ask as well as answer questions, follow lines of enquiry and blend information from different sources.
- Achieve learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts.
- Undertake historical experiences (school visit or trip offsite) where practicable.
- Are inspired and instilled with a desire to achieve the highest levels of success - through providing them with the opportunities to excel in terms of their acquisition of long-lasting knowledge and understanding.

## Implementation

At Shottery St Andrew's we use Kapow to plan and assess discrete history lessons. Topics are covered on a two-year cycle to ensure full coverage of all the National Curriculum Programmes of study across the mixed aged classes to ensure progression through the school. We also include links through a thematic curriculum where appropriate, especially in EYFS and Key Stage One. Where possible, links are also made to our locality to increase the relevance of learning. Pupils are supported to develop and embed knowledge through Knowledge Organisers and clear vocabulary.

All children are taught an enquiry focused approach to learning and teaching in history which develops our pupils as young historians. As a result, our pupils not only build subject knowledge and understanding but become increasingly adept at critical thinking, the use of specialised vocabulary and their grasp of subject concepts. Teachers plan and resource thoughtfully to ensure each lesson is inclusive.

## Impact

Each enquiry sets clear objectives and outcomes for the pupil - in terms of knowledge and understanding and skills acquisition. Class teachers carry out on going formative assessment. This assessment informs future planning. Teachers use evidence from books, discussions with pupils and the pupils' recall and application of knowledge and skills to inform summative assessments. This data is further supported with pupil voice questionnaires.