

History

Intent, Implementation and Impact Statement

Intent

At Parks Primary school, we endeavour to teach History and historical enquiry within a broad and balanced curriculum. Pupils leave Parks with a secure understanding of chronology; both in Britain and the wider world. Through carefully planned, progressive lessons, pupils are taught about the significance of different historical periods, key historical figures and how History has influenced their lives today. Our intention is that children learn both about History and from History adopting a curiosity and awareness of how History has been interpreted by different people at different times.

Through the study of historical evidence and through exploring their local area, pupils will develop a deep understanding of the rich History of their locality. Perhaps more poignantly, pupils will leave our school aware of today's challenges and how they will be viewed historically in later years.

Implementation

The National Curriculum is used to plan and deliver the teaching of History at Parks in a systematic and progressive way. Our History curriculum has been constructed around key concepts to ensure that history is taught in a spiral, not linear, manner. We enable children to make connections, revise and recap previous History units taught through the use of learning journeys which encapsulate the children's learning in a personal way. Using pictures, photographs, film clips (primary and secondary), key vocabulary and historical evidence as a starting point, pupils are encouraged to discuss and reason with curiosity what they are presented with and how this can be interpreted. Having studied historical evidence, pupils are encouraged to react to History and use this knowledge to discuss, present, debate, re-enact and write from different historical perspectives. This embeds and consolidates pupils' understanding of History and its impact on society. In the wider, broad and balanced curriculum, pupils are exposed to a range of stories and poems from different historical periods and a range of ethnicities, including BAME, with the intention of deepening their knowledge of History further. At Parks, historical learning is made significantly more memorable due to our carefully planned trips, educational visitors and workshops.

History is taught weekly during alternate half terms (alternating with Geography) and the sequence of learning is carefully mapped to ensure that children are not overloaded with information. Each unit of learning is planned according to the composite which may take the form of a big

question. The component lessons are carefully mapped out in a sequential manner to enable children to be able to have an informed discussion about the composite; both within a unit and also at the end. As part of our focus on oracy, we use various oracy strategies to make the learning more meaningful and memorable. Vocabulary is progressively taught across the school and is often recorded in the children's learning journeys.

Impact

The impact of History teaching is assessed in a variety of ways. Book trawls, analysis of learning journeys and informal learning walks are used by the subject leader to gain an insight of History teaching in practise. In addition to this, the subject leader conducts informal pupil interviews alongside the child's learning journey to ensure that learning has been achieved sufficiently and can be recalled when prompted. Through this, it is evident that pupils are excited and curious about History.

The class teacher will monitor the progression of each individual child in their class through the use of the Parks Progression maps - marking initials next to which pupils are emerging, expected or exceeding. These are then monitored regularly by the subject lead to ensure consistency. By the end of each key stage most children are either working within or beyond the expected standard for their age in History.