

Subject: History		
<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
<p>Ensure teachers have progressively covered the skills and concepts required in the National Curriculum.</p> <p>Lessons should develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. These key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating.</p> <p>The coverage of recent history in KS1 such as 'Toys' and 'Travel and Transport' enables children to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories.</p> <p>The intent in lower KS2 is that children can work in chronological order from ancient history such as 'Ancient Egypt' and then progress onto more modern history such as 'The Railways'.</p> <p>Upper KS2 allows children to repeat and embed this sequence of chronology with a wider selection of ancient history such as 'Early Islamic Civilisations' and 'Stone Age' through to more modern history such as 'World War II' and 'Leisure and Entertainment'. The repeat in KS2 of chronological order from ancient to modern allows for children to truly develop and embed a sense of time and how civilisations were interconnected. Children start</p>	<p>In order for children to know more and remember more in each area of history studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons.</p> <p>The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included on displays and throughout additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge.</p> <p>Throughout each lesson, we intend to inspire pupils and practitioners alike, to develop a love for history and see how it has shaped the world they live in today.</p> <p>The use of resources to guide and ensure accurate subject knowledge is provided to allow the teacher and adults working within lessons to feel confident and supported with the historical skills and knowledge that they are teaching.</p>	<p>The learning environment across the school is consistent with the historical technical vocabulary displayed, spoken and used by all learners.</p> <p>Whole-school and parental engagement will be improved through opportunities for wider learning and targeted, history-specific home learning tasks.</p> <p>History is loved by teachers and pupils across the school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future.</p> <p>Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids and KWL grids and summative assessments aimed at targeting next steps in learning.</p>

to understand how some historical events occurred concurrently in different locations, e.g. Ancient Egypt and the Stone Age.		
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