History Intent, Implementation and Impact

History is the study of past events. People know what happened in the past by looking at things from the past including sources (like books, newspapers, and letters) and artefacts (like pottery, tools, and human or animal remains.)

A historian needs:

- Thorough investigative and research skills
- Good communication skills
- An interest in human behaviour, culture and society
- An enquiring mind

History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Intent: Introduction, Vision and Philosophy

The purpose of this document is to clarify the how, why, and what of history teaching at Elm Academy. This is to be used by staff to clarify expectations, highlight the resources that we have at our disposal, and to ensure that a high-quality history curriculum is being taught to all. We want our children to be inquisitive and to question the information they are presented with to further their historical understanding. We want children to understand how they, their family and friends are linked to historical fabric of the local area, country and the world.

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

Implementation: What does history look like?

Overview:
The teaching of history builds on the Early Learning Goal for Past and Present within the EYFS.

The rationale behind the sequence of learning we have chosen is to enable our children to start their historical exploration through discrete subject teaching. In year 1 children think about significant people and events that have occurred within living memory. In year 2, they move on to widen that knowledge to events and people that were significant beyond living memory. When the children move to Year 3, they learn British history chronologically.

Throughout the whole school the secondary order concepts are returned to so that children develop the substantive and disciplinary knowledge needed by historians.

Each term a new unit is taught which is signposted by the use of a new knowledge organiser in the child's history book. We aim for a high-quality history curriculum which inspires pupil's a curiosity and fascination about Britain's past and that of the wider world.

Unit

The sequence of learning has been outlined by the rationale (see attachment). Within each unit there is a pre-planned sequence of learning. Teachers plan the unit of work starting from the end point of the last history unit. Knowledge is then built-up week by week to move through the aspect of history being covered so that there is a clear progression of learning through each unit. The content of each topic is shared with parents at the start of the academic year and also available on our website.

Typical Lesson

We aim to provide varied lessons, both in presentation and outcome, to allow children to fully immerse and engage with the subject. However, lessons should include: pair and/or group activities, practical task with stimuli, written outcomes that are appropriate for the subject.

Impact

Evidence and Assessment

Pupils have the opportunity to record their learning in a variety of ways, which is recorded within their history books. Evidence of the learning is dependent on the lesson outcome; year group and the knowledge and skills being developed. This can be in the form of: extended writing, photographs of practical activities, historical timelines relating to the learning.

Teachers record the end of topic assessment results on DC Pro and this assessment is stuck in the book at the end of the topic.

Leadership will conduct learning walks and pupil interviews to measure the impact of our teaching, based on how much children can remember.