



## **Intent, Implement and Impact**

### **Intent**

At South Wingfield Primary School our intention is to deliver a rich and relevant history curriculum, in which the children can fully engage and develop a love of learning which will remain with them for life. It is our intention to ignite the children's curiosity about the past in Britain and the wider world.

The coverage and range of our history topics have been carefully chosen to suit our children and their interests and aims to develop chronological awareness and foster a sense of awe and wonder about the past and its impact on our lives today and in the future - preparing us for living and working in the contemporary world. In our history lessons we teach children to find evidence, consider it and reach their own conclusions.

To do this, they need to research, organise evidence and argue their point of view. We will investigate sources such as pictures, stories, writing and real artefacts and we aim to utilise the rich history in our local area to educate and inspire our pupils through educational visits, visitors in school and theme days. Our aim is to create an ambitious history curriculum that is brought to life in our classrooms.

### **Implementation**

Our history curriculum has been carefully chosen to develop a love for learning and a curiosity about the wider world. Each of our topics comes from a question that has been created by the children to make it exciting, interesting and relevant.

Our history curriculum is underpinned by our set of concepts and skills which have been carefully planned and structured to ensure that current learning is linked to previous learning and there is clear progression throughout each year group and full coverage of the national curriculum. We also consider the children's interests, as well as the context of the local area and current events.

History and Geography displays provide constant scaffolding for children, specific vocabulary is displayed on the learning walls along with key facts,



questions and the children's work. We also add each topic onto our history timeline so children can see each period of history in chronological order against previous learning.

Knowledge organisers are used for pre-teaching, to support home learning and also to help the children to retain new facts and vocabulary in their long-term memory. Glossary pages are included at the beginning of each new term to introduce the children to relevant vocabulary and are used as a reference point throughout the unit. Retrieval starters are used to allow children to recap previous learning and challenge questions enable pupils to apply their learning in a philosophical manner.

Through these lessons, we intend to inspire pupils and practitioners to develop a love of history and see how it has shaped the world they live in. It is important for children to understand that the past influences the present and the future. We want to encourage children to learn that they can't change history but what they can do is learn about it and learn from it then use this information to help shape a better future.

## **Impact**

Time for reflection or review is equally important when children are developing as historians. Through monitoring children's progress both during and at the end of a topic, teachers can evaluate the impact of the curriculum and show what progress looks like and how the children have retained what has been taught. The glossary grid will provide class teachers with further evidence in assessing the children's knowledge and skills. Teachers use the online assessment grid which refers to the national curriculum statements to monitor whether a child is working below, working at, or working above.

Children also complete a pre and post block assessment for each unit of learning so that teachers can see the knowledge that the children have gained from the beginning to the end of the unit. Book scrutiny is conducted by the subject leader, as well as pupil interviews. They enable the subject leader to assess the impact of the history curriculum and what children think about their learning, allowing us to constantly adapt the curriculum to suit our learners. Learning walks also enable the monitoring of whole school history provision by checking that it is taught at an age-appropriate standard across



each year, showing clear progression with sufficient challenge and opportunities for pupils working at greater depth.