

## History: Intent, Implementation, Impact



*'At Ellington Primary School, history is the study of the past, in particular, changes over time which have occurred within human society.'*

### Introduction and Aims

Our history scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum which can be found [here](#).

At Ellington Primary School, we have adopted Kapow Primary's History scheme of work which aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like geographers. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them, well as preparing them for the next steps in their school career.

### Intent

Underpinning the curriculum at Ellington Primary School are our curriculum drivers which are:

#### **Aspirations**

Children understand their place in the world through the study of chronology. They see how their environment and the world around them has changed over time and how this has affected their lives and the lives of others. Learning about incredible historical figures ensures the children at Ellington have high aspirations and feel inspired during their history lessons. At Ellington, we know that having a wide range of role models is extremely important as it means every child can see themselves in a successful historical figure. In turn, this allows all children to feel that their dreams are achievable because someone similar to them has done it before. Furthermore, we take pride in our Black History Month and look forward to celebrating International Women's Day. Both these events, allow children access to a variety of inspiring historical figures.

#### **Wider World**

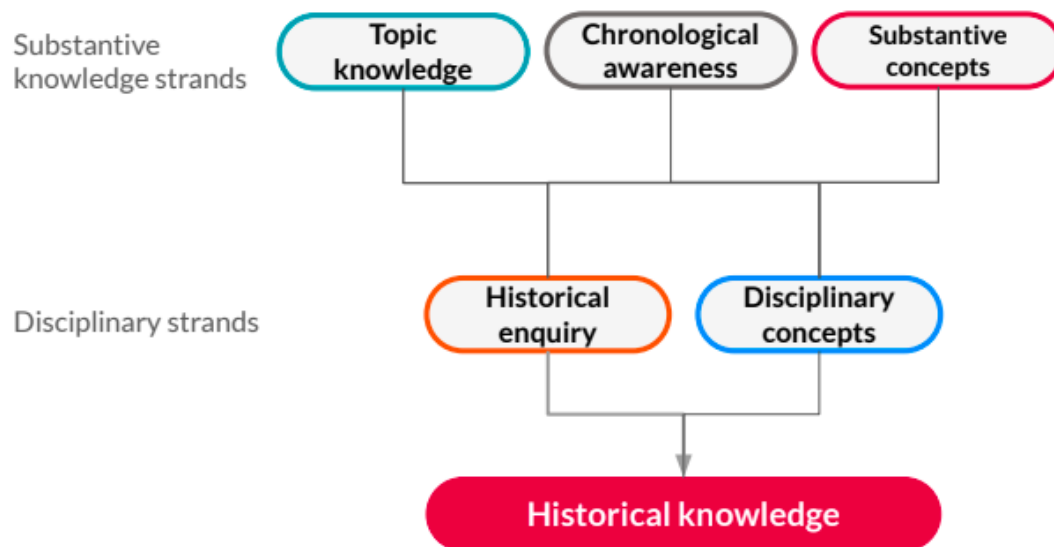
Pupils understand that the world around them is constantly changing and that sometimes these changes can lead to hardship and difficult times. They are able to empathise with others and show compassion.

#### **Independent Thinking**

At Ellington Primary School we encourage children to become active learners who engage in reflective and independent thinking. We hope that our curriculum will support pupils in becoming confident to challenge, query and analyse all aspects of history. Good historical enquiry is reliant on this method of thinking therefore we aim to develop thinking skills throughout our curriculum. We also hope that children can use these skills in all areas of their school life.

## Implementation

In order to meet the aims of the National curriculum for History and in response to the Ofsted Research review into History, we have identified the following key strands:



Our curriculum emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram above. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do.

Each six-lesson unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. Children will develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically.

This will support children in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time.

Units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.

Over the course of the scheme, children develop their understanding of the following key disciplinary concepts:

- Change and continuity.
- Cause and consequence.
- Similarities and differences.
- Historical significance.
- Historical interpretations
- Sources of evidence

## What will I see if I visit a History lesson at Ellington?

**Knowledge Check:** An opportunity at the beginning of the lesson to revisit prior learning to support recall and retention of key knowledge as well as addressing misconceptions.

**Creative, quality-first teaching:** Class teachers use medium term plans (adapted from Kapow Primary) to bring history alive for their children. Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for every lesson to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are available when required.

**Clear instruction:** Teachers will deliver lessons which have been carefully planned and modelled to provide the best possible teaching and support for the children.

**Skilful questioning:** Questioning is carefully planned into the curriculum to aid discussion with children about their work. Short-term planning includes 'key questions' which staff can use to support them. Teachers use a mix of strategies to make sure all learners are engaged for example no hands up and cold calling techniques.

**Creative, Safe and Supportive Environment:** Children and adults work together to make classrooms safe and happy places to be. Mistakes are celebrated and seen as opportunities to learn. Children are reminded of personal safety and risk assessment. We use the Zones of Regulation to support children in making positive choices around their behaviour and refer to class charters and school rules.

**Work we are proud of:** Children are encouraged to do their very best in all lessons and produce work they take pride in. Work is celebrated and shared.

**Lock it in task:** Completed in the plenary, this activity is an opportunity to assess key learning from the lesson and is used to support future planning.

**Links to our curriculum drivers and school values:** Wherever possible, teachers highlight links to curriculum drivers and school values so that children recognise their importance and support their learning. For example, links may be made with careers relevant to that subject or unit of work.

## Impact

The impact of our curriculum is constantly monitored through both formative and summative assessment. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a skill catcher and knowledge assessment quiz which is used at the end of the unit to provide a summative assessment. This is then used to inform future planning, recapping specific knowledge through knowledge checks, lock it in tasks or specific lessons as appropriate. These assessments show that knowledge is being retained over time.

After the implementation of our history curriculum, our pupils are leaving Ellington equipped with a range of skills to enable them to succeed in their secondary education. They are enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They are critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

The impact of our history curriculum shows that children can:

- Think and act like historians.
- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Show an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.
- Show a historically-grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
- Understand how historians learn about the past and construct accounts.
- Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
- Explain how and why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts and timescales.
- Meet the end of key stage expectations outlined in the National curriculum for History.