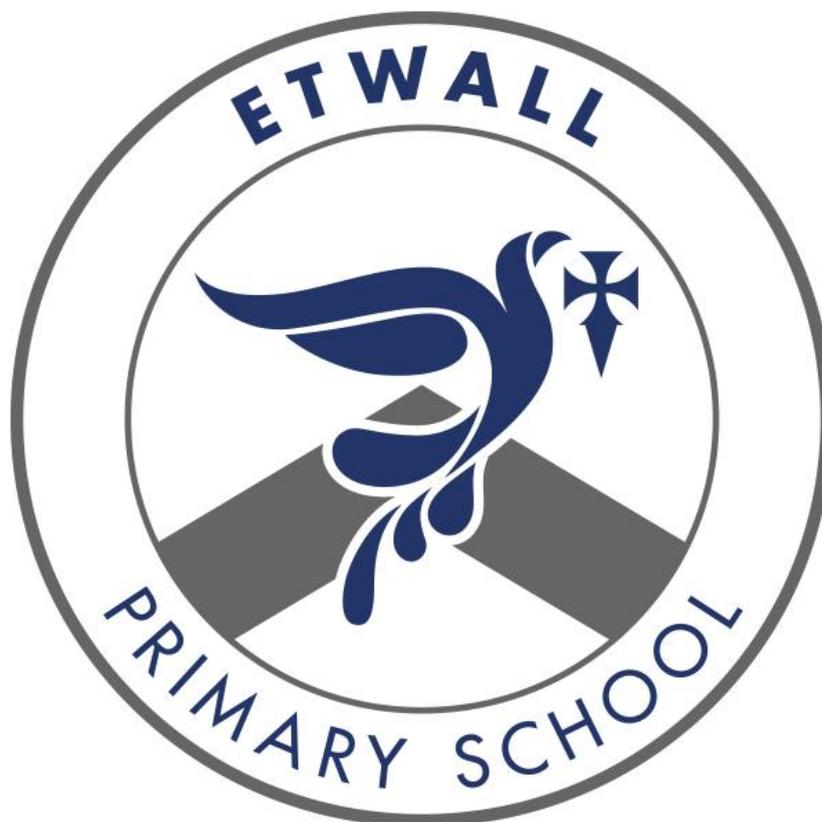


Document owner	Etwall Primary School	Signed by Headteacher	
Author:	Becky Swan		
Version:	February 2021	Next Review	February 2023



History Intent, Implementation and Impact

Intent

Our aim at Etwall Primary School is to encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Our historians will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations differ. Children will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to present day.

Implementation

All learners will develop a sense of the past through a cross-curricular look at three strands in KS1, events beyond living memory, events outside of living memory and local history with a focus on significant individuals that have shaped history within the strand studies. In KS2 the children will focus upon 6 historical eras plotting their chronology and expanding upon prior learning.

All learners will have a rich vocabulary at the heart of the subject; children will be encouraged to ask and answer questions and question their findings as well as develop a deeper understanding of chronology and where their own lives and those of their family fit into this timeline.

Our historians will be given a variety of experiences both inside and outside the classroom to create memorable learning opportunities and to bring life to the era they are studying and to further support and develop their understanding.

Impact

Outcomes linked to the themed work studied showcase the children's broad and balanced understanding of our world's history. Children are encouraged to celebrate their success; identify their development; ask questions and question findings ensuring that they develop a sense of independent learning life skills.

Outcomes linked to the themed work studied showcase the children's broad and balanced understanding of world history and how our lives today are shaped by the events of the past. Our historians have a deeper sense of chronology; the viewpoints of others and are able to question their own understanding of events and people in the past.

Skills Progression

Teachers have identified the key knowledge and skills to be taught in each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. See Appendix 1 for History skills progression.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. At Etwall Primary School, we use summative and formative assessment to determine children's understanding of key historical knowledge and skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain their understanding.

- Providing effective feedback, including interactive marking through blue pen questions, where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of pre-identified key knowledge of each topic being evidenced through the outcomes.
- Use of specific and measurable learning objectives for each lesson which children and teacher's review against the agreed success criteria.

Early Years

In the Early Years, pupils explore historical themes and content through the Understanding of the World (UtW) strand of the EYFS curriculum. As children learn about the world around them they find out about the past through talking to parents, grandparents and friends and they develop an interest in their own story as well as stories in their family – this is the beginning of developing an understanding of the past and helps children to learn how other people are different from them. They are assessed according to the Development Matters Attainment targets.

SMSC Development

Spiritual education in history gives students the opportunity to explore values and beliefs and consider the way in which they affect peoples' lives. We encourage children to relate their learning to a wider frame of reference, for example: asking 'why?' 'how?' and 'where?' as well as 'what?'. **Moral** education in history provides opportunities for children to recognise the moral implications of the actions of historical figures and to reflect on issues such as wars, conquests and invasions etc. **Social** education in history involves the study of real people in different societies in the past. Through looking at their own history and others in the world, childrens' sense of identity and community can be strengthened. **Cultural** education involves the study of real people in real places in the past. It provides opportunities for multi-cultural education through recognising similarities and differences. Through their growing knowledge and understanding of history, children gain an appreciation of people's lives in different societies, helping to develop a sense of other cultures.

Diversity

Through history, children will begin to understand 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. They may think about political, spiritual, moral, social and cultural issues from the past.

Equal Opportunities

At Etwall Primary, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

Inclusion

All pupils are entitled to access the history curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies. Independent tasks, as well as teaching, are also well adapted to ensure full accessibility, as well as to provide appropriate support and challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area,

according to their full potential. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging history curriculum.

Health and Safety

The curriculum will be delivered in a safe and healthy manner; every effort will be taken to identify risks associated with a curriculum subject/activity and the appropriate control measures will be implemented. Pupils will be educated about health and safety issues as and when the opportunity arises throughout the course of normal teaching.