

HISTORY INTENT, IMPLEMENTATION, IMPACT

Intent

The aim of the History curriculum at Sherrier is to stimulate the children's interest and understanding about life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. They learn to value their own and other people's cultures in modern multicultural Britain by considering how people lived in the past, they are able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today. We also teach them to investigate these past event and by doing this, the children develop the skills of enquiry, analysis, interpretation and problem- solving. By the end of Year 6 we hope that children have deepened their knowledge and understanding of the world and that they go out into the world and make a difference in the world for good.

The aims of History in our school are:

- ***To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;***
- ***To enable children to know about significant events in British history and how the past influences the present;***
- ***To develop a sense of chronology of significant events and people;***
- ***To know and understand how Britain is part of a wider European culture and to study some aspects of European history;***
- ***To have some knowledge and understanding of historical development in the wider world;***
- ***To help children understand society and their place within it, so that they develop a sense of their cultural heritage***
- ***To develop the skills of enquiry, investigation, analysis, evaluation and presentation.***
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Implementation

Our whole curriculum underpins our core school values; *Community minded, Creative and Compassionate*. Children learn how these values are interpreted through historical events from the past.

Our history teaching focuses on children to think as historians. We focus on the key historical skills of constructing the past, sequencing the past, continuity and change, cause and effect, significance and interpretation, historical enquiry (through the Mantle of the Expert approach) and using sources as evidence.

We give children opportunities to visit sites of historical significance and encourage visitors to come in to school and talk about their experiences of events in the past. We make local links to our historical study in order to enrich the curriculum and make it relevant to the children. Studying familiar places allows children to make meaning from abstract historical concepts. We also recognise the value of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping the children understand that historical events can be interpreted in different ways and they should ask searching questions to their learning by being given a commission to accomplish as an expert in their field (Mantle of the Expert)

We teach the National Curriculum for History, supported by clear skills and knowledge progression for each year group and the relevant learning objectives are stated on our plans.

This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop progressive skills of a historian throughout their time at Sherrier and do not just learn a series of facts about the past. We build on 'sticky knowledge' to ensure learned knowledge will stay forever through retrieval exercises.

In History, pupils at Sherrier, find evidence, weigh it up and reach their own conclusions. To do this successfully, as historians, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view; a skill that will help them in their adult life.

History plays a significant part in many other subjects. History contributes significantly to PSHE where the children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to homelessness and poverty. They discover how to be active citizens in a democratic society by learning how laws are made and changed and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop respect for others.

SMSC in History:

When teaching history, we contribute to the children's spiritual development where possible. We provide the children with the opportunity to discuss moral questions and critically think about topics from the past such as WW2 and the holocaust. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by multi-cultural British society of today.

Impact

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of the work the teacher will either mark or give verbal feedback (as in line with school's marking and feedback policy) as necessary. As the end of the year the teacher makes an assessment of progress. This enables the teacher to comment on the pupil's progress as part of the child's annual report to parents. We pass this information on to the next teacher at the end of the academic year. Examples of children's work are displayed in their exercise books which are passed on to their new teacher each year.

The history subject leader monitors the quality of history across the school and this involves supporting colleagues in the teaching of history, and providing a strategic lead and direction for the subject in the school. Emphasis in school is placed on children having a coherent knowledge and understanding of Britain's past and how this and the influence of the wider world has shaped our reality today.

By fostering a love of history and an interest in the past, the children will be encouraged to research topics independently to further their own enjoyment and fascination on the subject.

What does Greater Depth look like in history?

Greater depth in history has several characteristics:

1. **Independence** – pupils show initiative in research but also in applying ideas that have already been covered. They can make links without teacher input.
2. **Confidence** – pupils are not fazed by a puzzle or a paradox, they look for different ways to find an answer.
3. **Application** – pupils can apply their thinking to a range of different periods across history to make links and comparisons and also to different areas of the curriculum e.g geography, mathematics.
4. **Authority** – pupils can evaluate and critique others' work, showing a strong understanding of the topic in order to do so.
5. **Command** – pupils can organise and synthesise lots of different information and bring them into a coherent shape e.g to prove a theory or to answer an enquiry question from all angles.
6. **Revisiting** – pupils can make connections over time e.g comparing Anglo-Saxon towns studied in year 4 to Victorian towns studied in year 5.
7. **Explanation** – pupils can explain to others as an expert, either verbally or via presenting