**History**

**Intent, Implementation and Impact**

**Underpinned by our Curriculum Drivers: Faith and Oracy**

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| **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| At St Mary’s Catholic Primary School, we acknowledge learning as a change in the long-term memory. We recognise that in order for this change to take place, repetition is key. We intend to teach History in a systematic and methodical manner which enables children to develop their knowledge and understanding by regularly revisiting taught content in order for this teaching to become embedded.  We intend to teach our children how to make sense of the world around them by developing their ability to investigate and interpret the past and to understand chronology in order to build an overview of world history.  The children will develop the vocabulary necessary to be able to communicate historically. Key historical terminology and statements regarding the passing of time will become part of the children’s vocabulary through the teaching of definitions, practise during discussion and inclusion in writing criteria.  Within any discussion we intend to promote our spiritual values as a faith school and develop and maintain our children’s ability to put themselves in another’s shoes. We at St Mary’s teach compassion and understanding for other people regardless of differing opinion. Children will learn to listen to others’ views and voice their own ideas in a respectful way.  We want our children to recognise and understand the cause and event of significant events by reviewing the impact on societies locally and around the world. We will study human consequence of the achievements and innovations of significant people and will study sources critically by framing them within their cultural, political and historical contexts.  We intend for our children to understand the cause and effect of conflict around the world in recent and in ancient history.  Through the focus on societies and settlements from ancient to modern times we want our children to arrive in Year 6 with the ability to apply historical knowledge to events affecting their own lives or happening around them.  Children will develop the skills in order to see patterns and discern similarities and differences in events that have happened at different stages in History. Children will be able to identify what, in today’s world, has changed and what has remained the same.  At St Mary’s Catholic Primary School a typical History lesson will provide the opportunity for all  children as:   * Lesson objectives are taken from the National Curriculum statutory guidelines and Chris Quigley activities are differentiated in order to allow all children to access the learning. * Our children have access to high quality lessons that are both challenging and enjoyable. Children will learn to view historical events both critically and with the empathy that is developed through their faith, one of our curriculum drivers. They will become confident in asking challenging questions and putting forward and explaining reasons for actions and events, as oracy is our other curriculum driver. | **Planning:** Lessons are planned and sequenced so that new knowledge and skills build on what has been taught before. Teachers follow the Chris Quigley schema and prepare lessons learning and investigation one significant person in History each term.  Key historical vocabulary is taught for each person or event and referred back to in each lesson in order for the children to become familiar and confident using the language. As oracy is one of our key curriculum drivers the children will be encouraged to use the correct terminology during discussions and opportunities will be provided to practise their oral skills.  Chronology is taught through a physical timeline onto which children can order events and start to build an awareness of the sequence of past events and changes.  Timelines will be displayed in the classrooms and corridors and added to throughout the year. Children begin learning about the passing and sequence of events in time by creating timelines of events in their own lives. All timelines will show the birth of Jesus as the number 0 and teachers will endeavour to space the events accurately within the timeframe.  Children will be taught the skills of critical thinking necessary to investigate a narrative or opinion linked to their historical event or figure.  They will learn to differentiate between a Primary and Secondary resource and know that the second form is subject to the opinions of the author or artist.  Investigations will follow probing and sometimes inflammatory statements and questions. Children will examine evidence and study contextual events in order to decide whether they agree or disagree with the statement. They will be shown how to use evidence and facts to back up their own arguments.  In doing this, children will learn to question statements and stories presented on television and the internet and use their own skills to navigate today’s complex media.  For each significant event or person studied we will focus on learning key vocabulary as well as relating topics to four relevant categories from the selection below;   * Settlements * Beliefs * Culture and pastimes * Location * Main Events * Food and Farming * Travel and Exploration * Conflict * Society * Artefacts   **EYFS:**  All children in the Foundation Stage learn History within the subject Understanding the World.  Children begin to understand history by making sense of their own life events and their family history. They start by bringing in baby pictures and talking about the changes that have happened to them since that time.  They will be encouraged to notice differences in the characters and settings of the stories that are read to them and will learn about some famous people from the past. Their history learning will be based around finding similarities and differences between these settings, characters and events and within their own experiences. | At St Mary’s Catholic Primary School, we expect that by the end of year 6 our children;  • Develop a secure understanding of chronology and can demonstrate an ability to order significant events in history.  • Are able to communicate effectively through the acquisition of useful historical terms. Children will be able to cite cause and effect, find similarities and differences and speak about continuity and change.  • Children develop historical research skills and critical thinking by investigating and analysing primary and secondary sources in historical contexts.  In order for this to happen, the Humanities leader, the Headteacher and the Senior Leadership Team take responsibility for the monitoring of the History curriculum and the standards achieved by the children. The Humanities leader will monitor for appropriate pitch and progression at least once every half term.  This monitoring takes the form of:  1. lesson observations and feedback;  2. learning walks and pupil voice conversations;  3. planning scrutiny followed by support where necessary;  4. a termly look at books;  5. termly data analysis;  6. moderation with other local schools to ensure each school has the same standards.  Data is collected termly and reported to SLT. All teachers should identify the pupils who are not making sufficient progress when the data is analysed and subsequently targets are made by highlighting these pupils and focusing on next steps. |