



History Intent Statement

Intent

The intent of History across our schools is to ensure that our pupils to have a coherent knowledge and understanding of Britain's past and that of the wider world. We want our learners to develop a deep sense of life-long historical knowledge enabled by skills that they use for the rest of their lives. We encourage children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people.

We encourage children to use a high-level of historical vocabulary relevant to the topic that they are studying and to have a concrete understanding of key historical terms.

In our history lessons, we aim to combine substantive and disciplinary knowledge so that our pupils can remember key dates, people and features of history whilst developing the skills of historians to understand changes, continuation, causes and sources from the past.

We believe that what our pupils learn through history can influence their decisions about personal choices, attitudes and values. Our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding.

Experiences for pupils are:

- Inclusive
- Exciting
- Challenging
- Engaging
- Real and experiential
- Relevant to their context
- Influenced by pupils
- Progressive
- Values-led
- Safe

The curriculum is designed to include:

- A clearly articulated learning journey with a purposeful outcome
- An engaging stimulant for learning
- Opportunities for pupils to contribute to planning the learning journey
- Real experiences
- Application of basic skills
- Cross-curricular links where they add value



Implementation

We teach our children to understand how events in the past have influenced and shaped our lives today; we also teach them to investigate these past events and by doing so, develop skills in the following areas of history:

- **Constructing the Past**-so that our pupils can understand how history fits together.
- **Sequencing the Past**-so that our pupils can understand the chronology of history and understand key times and places.
- **Continuity and Change**-so that our pupils can identify how something have changed and some have stayed the same and to recognise if events were isolated or a trends over time.
- **Cause and Effect**-so that our pupils can understand that some events in history have brought about another event which has produced implications and so that they can realise whether impacts of historical events/people had negative or positive impacts.
- **Significance and Interpretation**-so that our pupils can identify what is important and why whilst also understanding that our understanding of the past comes from different places and sources.
- **Historical Enquiries**- So that our pupils can plan and carry out their own independent investigations to yield a better understanding of the past.
- **Using Sources as Evidence**-so that our pupils understand that history is made up of a variety of different sources and to make judgements using primary and secondary sources.
- **Vocabulary**-so that our pupils can become more articulate historians.

Our history lessons have a mastery approach which enables every child to access tasks whilst offering all children the ability to become accomplished historians by accessing a high level of challenge.



Live fully, act justly



Impact

The following outcomes are used to measure the impact of our curriculum:

- Pupils who are passionate about history
 - Pupils who confidently apply their learning independently
 - Pupils who have relevant key skills
 - Pupils who are articulate in history
 - Pupils' standards and achievements in history
- Pupils who understand:
 - How history fits together
 - The chronology of history
 - How different events have led to continuity and change in our modern day lives
 - How some historical events caused further events
 - The significance of historical events and people
 - The different interpretations of historical events and people
 - How to carry out historical enquiries independently
 - How to use sources for historical evidence



Live fully, act justly

