

History

Curriculum Intent, Implementation and Impact Overview



The intent of our History curriculum is to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and academic achievement in the area of History School has identified key intentions that drive our History curriculum. At Ryhill J, I & N School our History curriculum intentions are:

Intent	Research link	Implementation	Impact
<p>Intention 1: To build a History curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to enquire, research and analyse in History. Children will know more, remember more and understand more.</p>	<p>"Most fundamentally, history teaches us to look past the ephemeral and search out the underlying, long-term dynamics of problems" Crowcroft 2018</p>	<p>Clear and comprehensive schemes of work in line with the National Curriculum. The History National Curriculum and EYFS is planned for and covered in full within the EYFS, KS1 and KS2 school curriculum. Whilst the EYFS and National Curriculum forms the foundation of our coverage, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary.</p>	<p>Children will know more, remember more and understand more about History.</p>
<p>Intention 2: To design a history curriculum and scheme of work with appropriate subject knowledge, skills and understanding as set out in the EYFS and National Curriculum History Programmes of study.</p>	<p>OFSTED Curriculum Research indicates that: OFSTED research defines a 'knowledge-rich' approach as one in which curriculum leaders are clear on the "invaluable knowledge they want their pupils to know". (September 2018)</p> <p>Enhancement - Education Endowment Fund research indicates that given the complex nature, and limited evidence of impact on attainment of enrichment activities, it is important to think carefully about what you are intending to achieve. It is also important to consider carefully whether such activities should replace curriculum-linked activities, as this might have a</p>	<p>Subject specific vocabulary The promotion of a language rich History curriculum is essential to the successful acquisition of knowledge and understanding. The promotion and use of an accurate and rich vocabulary throughout school is planned for within History. Vocabulary is identified through knowledge organisers, added to working wall and highlighted to the children at the beginning of lessons and revisited through class assemblies and knowledge quizzes.</p> <p>Knowledge Organisers Children have access to key knowledge, language and meanings to understand History and to use these skills across the curriculum.</p> <p>Provision in EYFS Children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, including understanding the World. Areas of provision are enhanced to ensure vocabulary understanding and extension, and develop understanding of the past, present and the difference between the two.</p> <p>Daily review and Flashback Friday Quiz Learning is put into the context of the big picture of History learning throughout school, and a daily review of immediate</p>	<p>Children will understand and use the key skills of chronological understanding,</p> <p>Knowledge and understanding of events in the past, Historical interpretation, Historical enquiry and organisation and communication.</p> <p>The large majority of children will achieve age related expectations in History.</p> <p>As historians' children will learn lessons from history to influence the decisions they make in their lives in the future.</p>
<p>Intention 3: To fulfil the duties of the National Curriculum whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.</p>			

	<p>negative impact on attainment.</p>	<p>previous learning in the subject, this is then consolidated with weekly quizzes.</p> <p>Approaches to teaching A wide variety of teaching approaches are used in history lessons to ensure children make good progress, and all learning styles are catered for. Class teachers ensure there is a good balance of whole class, group work, including Kagan structures, and individual learning in history lessons.</p> <p>Class timelines Each class has a timeline that follows them throughout school. This records all previous history learning and enables children to add new learning.</p> <p>Books Children will have constant access to a wide variety of subject specific fiction and non-fiction books, available in history lessons, other lessons and in the class book area.</p> <p>Use of artefacts Where possible we use artefacts for children to explore and investigate. We believe that handling real objects enhanced the children's historical knowledge, understanding and skills.</p> <p>Use of sources / bias We aim for children to recognise that bias exists in some form in all historical sources, and this needs to be accounted for in their interpretation of evidence.</p> <p>Assessment Class teachers assess children's understanding in History and this is then recorded on O Track. This data is then analysed to improve the children's learning in History.</p> <p>Outdoor learning We recognise that children learn in a variety of ways, and so where appropriate, children will learn history outside the classroom.</p> <p>Research Children will be asked to research historical aspects of their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in history.</p>	
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