

## **History Intent Statement**

### **Intent: Introduction, Vision and Philosophy**

History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. Because of this, we feel it is important for the subject to be taught discretely as well as incorporated within other curriculum subjects.

We believe a historian needs:

- Investigative and research skills
- Good communication skills
- An interest in human behaviour, culture and society
- An enquiring mind



Teaching should equip pupils to ask questions, weigh evidence, sift arguments and develop perspective and judgement.

## **Implementation: What does History look like at Weston Schools Federation?**

History teaching focuses on enabling pupils to think as historians. An emphasis is placed on examining primary and secondary sources including historical artefacts, pictures and texts. Where appropriate, pupils are given the opportunity to visit sites of historical significance or interest. Teachers recognise and value the importance of stories in history teaching and use them as an important way of stimulating curiosity about the past. We focus on helping pupils understand that historical events can be interpreted in different ways and that they are encouraged to ask critical questions when looking at the origins of sources. Primary School children in EYFS use their own experiences, and the experience of our community, to learn early historical skills. We talk about the past and present in group sessions and learn that things have not always been as they are today. A keyway we explore this idea is looking at our own lives. We bring in baby photos and discuss the changes in our bodies, before thinking about changes in the world around us.

During key stage 1, pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They are taught to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They use a wide vocabulary of everyday historical terms, which is provided at the start of each new historical unit. Pupils are encouraged to ask and answer questions, referring to the historical narrative used within the teaching. In addition to this, we teach about the lives of significant individuals and have also named each classroom after a significant individual in the past.

In key stage 2, pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They are encouraged to make connections between historical events and similarities between empires and civilisations over time and develop the appropriate use of historical terms. Pupils will be supported and encouraged to devise historically valid questions to further their understanding of the period of history, as well as making links to the personal histories of the class and the significance to their current lives. Children are supported to consider the impact of historical events to living memory and how this influences their lives and those of their family and peers. Encouraging this level of discourse is of importance to support children in the development of their cultural capital. Across all stages of teaching and learning we endeavour to create strong and appropriate links with other subjects to enhance the curriculum and learning experience, predominantly but not exclusively with literacy, art and design, geography and P4C.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	NC	<u>Developmental Matters Strands</u> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what is being read in class.</li> <li>• Understand the past through settings, characters and events encountered in books, read in class and storytelling.</li> </ul>					Children talk about past and present events in their own lives and in the lives of family members.
	WSF						Our History
Year 1	NC	Lives of significant individuals	Changes within living memory		Changes within living memory		
	WSF	Significant people Mary Seacole and Marie Curies	Toys past and present		Old and new Machines, Cars and other transport		
Year 2	NC	Events beyond living memory		Lives of significant individuals		Significant historical events	
	WSF	Great Fire of London		Florence Nightingale		Titanic	
Year 3	NC			Achievements of the earliest civilizations	Changes in Britain from the stone age to the Iron age	Changes in Britain from the stone age to the Iron age	The Roman Empire and its impact on Britain
	WSF			Egypt	Stone Age Settlements and Tools	Stone Age Settlements and Tools	Roman Empire
Year 4	NC	Britain's settlement by Anglo-Saxons and scots	The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the confessor			A non-European society that provides contrasts with British history.	
	WSF	Anglo Saxons and scots	Vikings			Mayans	
Year 5	NC	A study of Greek life and achievements and influence on western world.			A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.	A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.	
	WSF	Ancient Greeks			Journeys: the story of migration to Britain.	Victorians	

Year 6	NC	A study of an aspect in British history that extended pupils chronological knowledge beyond 1066.	A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.		A local history study	
	WSF	Crime and Punishment	Remembrance		WW2	

## **Impact: Evidence and Assessment**

Children can record their learning in a variety of ways, which is recorded within their History books. Evidence of the learning is dependent on the lesson outcome; year group and the skills and knowledge being developed. This can be in the form of: extended writing, photographs of practical activities and historical timelines.

Core knowledge of each unit is supported by our display board which details the key learning points, vocabulary and key enquiry question.

Our teachers rely on a range of assessment tools to provide data on the knowledge and skills pupils have, their progress and their development points.

This includes:

- Assessment for learning
- Enquiry tasks
- Standards of learning in books
- Pupil voice

Marking is used to monitor progress and impact. Throughout the course of the lesson the class teacher will move around the class, offering support/challenge where needed so that each child is receiving direct feedback during the lesson. These conversations will be recorded by writing VF by the side of the piece of work, however far through it the child has got.