



## **Bishop King Primary School**

### **Our Intent, Implementation and Impact statement for History**

#### **History Intent:**

As a Historian, it is important to understand the history not just of the world, but also that of Britain and our local area. It is about understanding how one element of the past influenced the next, and how these have impacted our lives today.

At Bishop King, our History curriculum is designed to inspire pupil's curiosity about the past and what we can learn from it. Pupils will gain clear knowledge and understanding of their world and the chronology of events that have led us to where we are at today. Our curriculum ensures that pupils can recall key facts and information, whilst also developing their historical enquiry skills. This is achieved through the analysis and interpretation of a range of information sources, along with continual questioning opportunities.

#### **History Implementation:**

Our History curriculum is taught explicitly from Year 1 through to Year 6, with topics organised chronologically from Year 3 onwards. Topics in Years 1 and 2 provide a basis for contrasting one focus area between two different periods in time. History objectives are met in Early Years through a cross-curricular, immersive approach to 'Understand our World'.

- History units begin with a pre-assessment of current knowledge and vocabulary, from which a learning sequence is constructed.
- Key vocabulary is identified for each unit taught and is presented to the pupils in the form of 'target words'. These are explicitly taught during the learning sequence, and teachers and pupils continually assess the understanding of these.
- Complementing our chronologically progressive curriculum, historical skills are consolidated and built upon through each unit and year group.
- Key areas of learning are revisited at the start of each unit within the pre-assessments, making clear links made to previous learning. This allows for pupils to consolidate their knowledge and thus gain a broad and deep understanding of their given topic.
- Our History long-term plan supports teachers in planning each learning sequence, which states progressive knowledge and skills to ensure a full coverage.
- Less able pupils are provided with appropriate support and more able pupils are further challenged based on assessment for learning, to ensure the needs of all learners are met.
- Classroom working walls reflect the learning journey of the class, highlighting key knowledge, skill development and target vocabulary.
- At the end of a unit, post-learning assessments provide an opportunity for pupils to demonstrate what they have learnt across their given topic and reflect upon and consolidate their learning. These also provide formative assessment for future spaced learning.

#### **History Impact:**

As our Year 6 pupils transition to secondary school, we aspire that they will have developed a historical mind of inquiry. Pupils will also have a strong chronological understanding of historical events, making connection between their influence on the past and their potential influence on future events.