



Subject Leader Curriculum Intent, Implementation and Impact Overview

Subject: History

Subject leader: Mike Salter/Bridget Knight

The intent of our history curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this, they will

- Increase and develop their historical skills, knowledge and understanding.
- Increase their understanding of the present in the context of the past.
- Develop and use their skills in historical inquiry, analysis, evaluation and argument.
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning across a diverse, broad and rich range of topics.

At Eardisley Primary School, our history curriculum intentions are:

Intent	Implementation	Impact
<p>Intention 1:</p> <p>To build a history curriculum which develops learning and results in the acquisition of knowledge and development of historical inquiry skills so that students know more, remember more and understand more.</p> <p>To create a curriculum that teaches</p>	<ul style="list-style-type: none"> • Clear and comprehensive scheme of work in line with the National Curriculum. • Teaching and learning should show progression across all key stages. • A rich and dynamic environment in the 	<ul style="list-style-type: none"> • Students will achieve age related expectations in history at the end of each academic year. • Children will use the key skills of chronological understanding, historical interpretation and historical inquiry as well as be able to

<p>students knowledge, skills and understanding so that every child has the opportunity to reach and exceed their potential.</p>	<p>school's Early Years provision including opportunities for developing understanding of key concepts and vocabulary.</p> <ul style="list-style-type: none"> • The teaching of history chronologically is a key consideration when developing the long-term plan. • Timelines are a key component of teaching and learning and are used in a variety of ways - on display, as part of a working wall, in books for reference, as part of learning activities, in teaching presentations. The aim is to enable children to put new learning in the context of previous learning as well as develop a timeline within the parameters of the current topic. • Students have access to a wide variety of subject specific fiction and non-fiction books. • Students have opportunities to view, consider and investigate historical artefacts and, where possible, handle real objects in order to enhance their historical knowledge, understanding 	<p>demonstrate a knowledge and understanding of events in the past.</p>
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	<p>and skills.</p> <ul style="list-style-type: none"> • Students have opportunities to consider a variety of historical sources. Our aim is that students recognise that bias exists in some form in all historical sources and needs to be accounted for in the interpretation of evidence. • Where appropriate, students 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. • Displays in school reflect history teaching and learning, student involvement in enrichment activities as well as share good practise and celebrate success. 	
<p>Intention 2:</p> <p>To build a curriculum which nurtures students' learning behaviours and develops a curiosity towards the exploration of knowledge so that they know more, remember more and</p>	<ul style="list-style-type: none"> • Students have access to history enrichment activities in school (curricular and co-curricular) such as educational visits, expert and community visitors to school and use of artefact box and topic books from 	<ul style="list-style-type: none"> • Student participation levels in co-curricular and extracurricular activities in school will be high.

<p>understand more.</p> <p>To promote a love of history that will stay with students for the rest of their lives.</p>	<p>the Herefordshire School Library and Museum Service.</p> <ul style="list-style-type: none"> • Students have an opportunity to access history outside of the school timetable in Local History Club. • Opportunities for cross-curricular links with subjects such as (but not limited to) English, geography and music as well the class story and 'A Good Read' initiative. • Links with Lady Hawkins' School History Department (our local secondary school) to organise curriculum days on topics such as the Victorians, World War II or the Anglo-Saxon period. • Historical enrichment opportunities are displayed and/or disseminated in school and through displays, Class Dojo and the weekly newsletter. Students and their parents/carers will be aware of opportunities such as local lectures, history group activities, national touring museum and art exhibitions that are visiting a nearby town or city, local visitor attractions 	
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	<p>that complement the current history topic etc.</p> <ul style="list-style-type: none"> • Participation, progress and achievement in history are celebrated through whole-school assemblies, Class Dojo, the school weekly newsletter, certificates of merit, house points, gold stars, WOW! cards and displays. 	
<p>Intention 3:</p> <p>To build a curriculum which ensures students know right from wrong, celebrate diversity, understand their role in the environment and are 'Life Ready' so that they know more, remember more and understand more.</p> <p>To design a curriculum where students develop a sense of identity through studying history which enhances their well-being.</p>	<ul style="list-style-type: none"> • Lessons include and reflect the school's values ethos and its position at the forefront of Values Education. • Diversity is an integral element of the history curriculum and extracurricular activities. Students will see their heritage reflected in the teaching and learning as well as be exposed to a broad, diverse and inclusive selection of history topics, significant historical figures and ideas. • Students will have the opportunity to participate in national initiatives, memorials and celebrations such as <i>Black History Month</i>, 	<ul style="list-style-type: none"> • As historians, children will learn lessons from history to influence the decisions they make in their lives and inform their opinions, perspectives and attitudes in the future.

	<p><i>Remembrance Day and the Queen's Platinum Jubilee in 2022.</i></p> <ul style="list-style-type: none">• Opportunities are taken to link the history provision to the Principles of Harmony.	
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Curricular activities are those activities that are a part of the curriculum.

Co-curricular activities are those activities that are outside of but usually complementing the regular curriculum.

Extracurricular activities are defined as those school-based activities that are not tied to the curriculum.