

History

Intent, Implementation & Impact



Intent

Our history curriculum has been designed to develop passion and enjoyment of history through enthusiastic engagement in learning across the whole school. Through exploring the past, our pupils develop their own curiosity and understanding of chronology and why the past can be interpreted in different ways. Children gain an understanding of a variety of historical concepts and processes whilst enjoying learning about a range of periods in history. We encourage children to challenge their own and others' views and preconceptions through using historical enquiry skills. We ensure this by using a range of primary and secondary sources, quality teaching, trips and visits. We are passionate that our curriculum will motivate the children and inspire them to explore topics and themes through methods such as thoughtful discussion, questioning and analysis. As a result of this, our pupils will leave with the skills to understand and identify themes and patterns through history as well as linking these to the challenges of the present and potential implications for the future.

Implementation

As a school, we follow both the National Curriculum and our own detailed progression of skills development documents to ensure comprehensive coverage of objectives. Other ways that we develop deep knowledge, understanding and skills is through:

- **Cross-curricular** – We continually search for opportunities to embed key historical skills and knowledge in other curriculum areas, connecting learning.
- **Local knowledge and history** - enriching history through the use of local community and resources.
- **Use of technology** – The children have access to Chromebooks and iPads in their classrooms and use these to research, organise and present their learning.
- **Creativity and problem solving** – Staff creatively plan active hands-on lessons providing opportunities for children to draw on skills from across the curriculum.
- **Well resourced** – We are continually adding to our collection of high-quality resources ensuring we can meet the needs of the history curriculum within all our units of work.
- **Ambitious** – Challenging vocabulary is used and a focus on depth of knowledge is given in order to foster individual analyses of historical material.
- **Research** – Children are explicitly taught about historical research and enquiry and given opportunities to practise these skills at an age-appropriate level.
- **Chronology** – Teaching sequences and activities are carefully planned to embed a sound understanding of chronology and enable children to understand their lifetime within the perspective of a historical timeline.
- **Visits and visitors** - enrich and enhance the learning experience by having opportunities to gather accounts of historical events from visitors. Planning for real-world learning opportunities for seeing both historical artefacts and places in both our own locality and further afield. visitors sharing how they research and
- **Global citizenship** - Opportunities for children to recognise that they are part of a global community joined together by issues which affect them all and how their experiences often differ from others.

	SEND	Disadvantaged
	● We recognise that some learners will require extra support and scaffolding to access age-appropriate historical texts and materials. ● We provide a multi-sensory approach to learning in History including the use of computing technology for children with different learning styles and needs. ● We ensure that alternatives to written recording are offered where appropriate.	● High quality teaching ensures that all children have access to rich and varied opportunities in History irrespective of their socio-economic background. ● Opportunities to enhance the History curriculum are carefully considered especially for disadvantaged children for whom access to museums, exhibits and historical experts are more likely to be limited. Being situated so close to Oxford provides us with an abundance of such opportunities. Visits and trips are subsidised for our disadvantaged children.

Impact	Pupils are active and questioning in history and have secured the key knowledge and skills as directed by the National Curriculum. At NKS, we use a three-tiered approach to monitor the impact: 1. Assessment is used to shape future learning, both for the individual child and for future cohorts. In history we use the following assessment methods: live assessments; mid and end-point quizzes & assessments; discussions; practical tasks; rubrics; targeted questioning; 'book-looks'; KWL grids and investigations. All assessment is purposeful and should not create an onerous workload for teachers. 2. Regular pupil progress meetings, structured conversations, parents evenings, SEN reviews and pupil voice ensure there is parity for all groups of pupils. 3. Information is verified through oversight by Subject Cluster Groups, school leadership and the governing board.
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