

## History – Intent, Implementation, Impact

### Intent

At Sutton on the Forest Primary School our history curriculum has been carefully designed to provide a broad and engaging curriculum. Topics are informed by the national curriculum but also take into account our local area and the children’s interests. The history curriculum makes full use of the resources in our local area of Sutton on the Forest and York enabling children to develop a deep understanding of the history of their locality.

To ensure that pupils develop a secure knowledge that they can build on, our history curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Chronological Understanding; Historical Understanding; Interpretations of History; Historical Enquiry and key vocabulary are all mapped out to ensure that pupils build on secure prior knowledge. When covering each of these strands, the content will be carefully organised by each year group through a long term plan. History is delivered through subject specific teaching organised into blocks. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.

The History units taught have been developed to help children appreciate their own identity and the challenges in their time. It will help them understand the process of change over time and significant developments

### Implementation

Our historians are given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities and to further support and develop their understanding. By the end of Y6 children will have a chronological knowledge of British history from the Ice Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians.

All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

Learning walls are displayed as a road map in each classroom to display children’s learning journey and their sequence of learning over time. The road map provides a scaffold for children and helps them to recall their learning over time.

History assessment is ongoing throughout the relevant cross-curricular themes to inform teachers with their planning lesson activities and differentiation. Summative assessment is completed at the end of each topic where history objectives have been covered; an objective tracker is completed to inform teachers and school leaders of possible areas for development.

### Impact

At Sutton on the Forest pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and are able to recall their learning over time. Pupil work demonstrates that history is taught at an age appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

