



Faith is all around us.

We have to have faith in ourselves in order to be the best that we can be.

We are a small school, with big hearts and together we beat as one.

History – Intent, Implementation and Impact Statement

Intent

At Wistow Parochial Primary School, we intend to engage, excite and encourage a love of History across the school. We aim to support the children in developing their curiosity and interest in the periods from Britain's and the wider world's past to build respect, appreciation and pride in their country.

Planning for the History curriculum enables children to explore a wide variety of historical periods in detail, covering necessary and further non-statutory content from the National Curriculum, appropriately placed in Key Stage 1, lower Key Stage 2 and Upper Key Stage 2.

Our high quality History curriculum enables children to gain and retain knowledge and understanding of events, people and changes in the past across all topics and year groups. Differentiation and appropriate levels of challenge will be used consistently. Pupils will be supported in their understanding of historical chronology in individual topics but also will know where these topics sit in history. They will be given opportunities to sequence events, stories, pictures and periods over time to show how different times relate to each other, contributing to a coherent understanding of the past.

Children will also be given opportunities to develop their historical enquiry skills, by investigating in order to understand the past. Staff will encourage the posing of questions, location and analysis of sources and use evidence to make informed decisions about the past. Alongside this, historical interpretation will be supported in children evaluating what they have found through their own enquiries.

Presenting organising and communicating information in a variety of ways is a method in which adults will teach, but also a way in which children show what they have learned. Pupils will be shown various methods of presenting their findings, which will be planned into all topics. This is also where children will show their understanding of vocabulary, historical terms and ability to share factual, accurate information discovered. This could include written and verbal explanations, drama performances, various forms of presentations, drawings and art.

Where appropriate and possible, Wistow School staff will use active learning approaches to support children in understanding aspects of the curriculum, engaging their learners and encouraging experiential learning. This may also include school visits and visitors, which would relate to the children's current topic and enhance their learning and passion for History further.

Strong, appropriate cross curricular links have been made across the curriculum, particularly with Geography. History and Geography topics have been appropriately matched in order to make connections between the two subjects. Where necessary however, History and

Geography have been separated in order to prevent tenuous links being made and ensure strong teaching and learning is taking place as well as appropriate and equal curriculum coverage.

Implementation

Staff at Wistow Parochial School will ensure the impact vision is appropriately implemented throughout the year. Wistow staff will be expected to:

- Deliver a minimum of 1 humanities/topic session per week.
- Plan and deliver a 'hook lesson' to excite and engage the children in their new topic.
- Promote historical enquiry by asking challenging questions, discussing what they would like to learn in the topic and providing opportunities to answer these questions.
- Allow and encourage strong cross curricular links when planning.
- Complete a timeline over the academic year of the historical units taught, gaining a better understanding of chronology of historical periods.
- Where possible, enable the children to experience History outside of school through school visits and visitors related to the topic.
- All children to be aware of and understand the five main historical strands: historical enquiry, historical interpretation, chronological understanding, presentation, organisation and communication and knowledge and understanding of events, people and changes in the past.
- The five strands should be referred to and understood by the children.
- Children will be taught about famous figures, events and artefacts from historical periods.
- Pupils will be given opportunities to explore, evaluate and analyse sources of information, understanding that this is how historians find out about the past.
- Use, draw and read timelines accurately.
- All staff to have good subject knowledge of the content they are teaching.
- Staff to ask challenging questions to make the children wonder.
- Tasks are appropriately differentiated to allow all children to understand the new content and access the curriculum.
- Appropriate levels of challenge are necessary in order to engage and excite all children across the school. Challenge within tasks and extension activities are achieved through our whole school Jack, Queen, Ace challenge card system.
- All staff will continue to assess formatively and complete summative assessments at the end of each half term.
- Home projects will encourage and enthuse further, independent engagement in the topic.
- Working walls in classrooms will contain key vocabulary for topic as labelled on MTPs, be added to and adapted as the topic unfolds, contain context clouds and information from children.

Impact

Through the delivery of high quality History lessons, children will achieve the following:

- Enthusiasm and interest in certain aspects of history.
- Awareness of historical periods and their chronology in History.
- An understanding of the importance of sources of information, their purpose and validity.
- Exploration of artefacts from different historical periods.
- An understanding of how historical periods relate to other historical periods and the present day.
- Knowledge of famous figures and events from Britain's and the world's past.
- Created a home project at a point in school and shared it with the class.
- Memories of outdoor, experiential learning and art/ DT projects from topics across school.
- Skills in researching and then presenting information in a variety of ways for a purpose.
- An ability to think deeper about topics and ask big questions that cause themselves to wonder.
- An understanding of how to use timelines.