



History Intent, Implementation and Impact Statement

“Through God we love, laugh and learn.”

Intent

At St. Michael’s C.E. First School we strive to provide a high-quality, engaging history education that helps pupils to develop an appreciation, coherent knowledge, understanding and interest for the past. Our intention is to ensure that every pupil has a strong cultural and historical understanding of Britain and of the wider world around them, including that of their own heritage. We want to inspire pupils’ curiosity to know more about the past so they ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We believe History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

At St Michaels we recognise that History is an excellent opportunity to offer opportunities to help children to avoid stereotyping and to prevent prejudice. We endeavour to make sure that the people, events and issues we study enables pupils to understand, respect and celebrate difference and diversity.

The National Curriculum for History aims to build upon the Early Years Foundation Stage Framework, Understanding the World, (See Curriculum Overview) and ensures that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Implementation

At St. Michael’s C.E. First School our planning is taken from the National Curriculum. From this we have created long term planning outlining which historical topics should be taught and when. Careful consideration has been given to ensure that progression is made within the History Curriculum, creating new connections and building upon previous knowledge. History is taught in specific timetabled lessons but is also used throughout other areas the curriculum, for example creating structured written accounts in English lessons.

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 manner. Pupil’s knowledge builds towards clearly defined end points so that everyone knows what we expect our

pupils to achieve by the end of each topic for every year group and Key Stage. To meet the educational needs of our school community we have selected the following core knowledge concepts as a focus of our teaching: culture, settlement, transport, exploration, invasion, empire, religion, civilisation, parliament and peasantry. These are explored in increasing depth as pupils move through the school.

Impact

At St. Michael's C.E. First School we believe every child should be given equal opportunities regardless of their background, ability or special education needs. We aim to assess the impact of History through termly teacher assessments and regularly pupil voices. By the time the children at leave our school they should have developed:

- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Cultural Capital

According to the national curriculum, cultural capital is the 'essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' (Ofsted School Inspection Handbook 2019). We are confident that history lessons at St Michael's deliver the knowledge to enable children to function as well informed individuals who can engage with different aspects of society and thrive in the modern world. Our history curriculum starts with British history but extends to the wider world to broaden children's minds and appreciation of different cultures. Children have access to high quality educational visitors and visits outside of the classroom to spark interest and excitement, bring historical periods to life and increase cultural capital. High quality reading books and secondary sources are available in classrooms so children have the opportunity to research different topics themselves.