



History Intent, Implementation & Impact Statement

The National Curriculum for History aims to ensure that all children:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day
- know and understand significant aspects of the history of the wider world
- 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
- gain historical perspective by placing their growing knowledge into different contexts.

Intent: In line with our values at Hollinhey, our History curriculum allows all children to operate as successful historians through being taught a wide range of essential enquiry skills, concepts and key knowledge.

Honesty – We aspire to encourage resilience, perseverance and an acceptance that mistakes are an important part of learning. We look at different sources to further develop the children's understanding of local, national and world history.

Effort – We celebrate effort as much as attainment, promoting the importance of hard work to build success and the development of a growth mindset.

Achievement – We intend to provide children with a secure grasp of core historical knowledge and skills, along with the curiosity to continue to question and learn about the world as they move forward into their lives.

Respect – We aim to inspire a lifelong love of learning about the history of the world and its people, and to challenge any misconceptions or stereotypes which they may encounter.

Tolerance – Through learning about significant events in local and national history, and different civilisations around the world, pupils will develop understanding of, and empathy towards, people from different places and cultures. We will teach History in an inclusive manner, with high aspirations for all our learners.

Implementation

Knowledge and skills of History are prioritised at Hollinhey so that children are able to achieve depth in their learning and these are taught through cross-curricular topics. Teachers have identified the key historical knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a chronological understanding of British history. 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 Egypt, Rome and Mesoamerica.

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Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and literacy enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Planning is informed by and aligned with the national curriculum. Consideration is given to how greater depth will be taught, learnt and demonstrated, as well as how learners will be supported in line with the school's commitment to inclusion.

Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area.

Children are offered a wide range of extra-curricular activities, visits, trips and visitors to complement and broaden the curriculum. These are purposeful and link with the knowledge being taught in class. At the end of each topic, key knowledge is reviewed by the children, checked by the teacher and consolidated as necessary.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Impact

As a result of this implementation, we believe that children develop a deep knowledge, understanding and appreciation of their local area and its place within the wider historical context. Children develop analytical thinking and questioning which helps them gain a coherent knowledge and understanding of Britain's past and that of the wider world. Through this study, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Pupil voice is used to further develop the History curriculum, through questioning of pupil's views and attitudes to History to support the children's enjoyment of science and to motivate learners.

Children at Hollinhey enjoy learning about the history of their local area and its context within the wider world and this results in motivated and curious learners with sound historical understanding.