**Sherdley Primary School**

Our Intent, Implementation and Impact statement for History

History Intent

At Sherdley, our intent when teaching history, is to stimulate the children’s curiosity in order for them to develop their knowledge, skills and understanding. Sherdley Primary School’s history curriculum is tailored to cover all the skills, knowledge and understanding as set out in the National Curriculum whilst incorporating a focus on local history to give pupils a deeper understanding of the society in which they live. It is our intention for children to learn about the history of their local area through topics such as railways and coal mines. In addition to this, we intend to ignite children’s curiosity about the past in Britain and the wider world through the study of history. Through finding out about how and why the world, our country, culture and local community have developed over time, the children will understand how the past influences the present. It will also enable children to develop a context for their growing sense of identity and, through broadening the children’s knowledge of significant events and people, help influence their decisions about personal choices, attitudes and values.

History Implementation

The History curriculum is led by an experienced member of staff who has held the position of subject coordinator since September 2021. Prior to this, history had been led by a subject coordinator who had held the position for four years and helped to design the curriculum map, progression map and AREs (age-related expectations) for history, which have been updated and reviewed by the current history coordinator. They have also implemented whole-school projects (such as Black History Month activities) and provided the necessary resources to enable high-quality teaching and learning of history to be taught throughout the school. Subject coordinator time is provided for the history coordinator to ensure resources are kept up to date, to monitor the subject across the school and to provide subject feedback to SLT and governors as appropriate.

The teaching and learning of history is carried out in blocked timetables for at least one week per term. This enables the children to revisit prior knowledge, introduce subject-specific vocabulary, make connections and to develop and integrate new knowledge and skills in activities over a short space of time to aid knowledge retention. Knowledge organisers are used to support the learning of significant people, places and events (in our own locality, Britain and the World) and support the children in remembering key facts and important information.

Educational visits are a key part of our history curriculum and we encourage all year groups to seek opportunities to plan additional history learning outside the classroom which is related to their current topic. Our children have visited local museums and had visitors into school to share their knowledge to provide a ‘hands-on’ experience to aid their understanding of historical concepts. Each year, children will take part in a local history unit, where children develop an understanding as to why the area in which they live is worth knowing about. It enables them to be aware of the local heritage buildings and strengthen their chronological understanding and their appreciation of how and why things change.

History is assessed at the end of each term by the class teacher using AREs, which indicate how the child’s learning is progressing throughout and between year groups in order to address this accordingly. Key vocabulary is also used as an assessment tool to inform teachers of how well a history unit has been taught and learnt.

History Impact

The children at Sherdley Primary School have described through pupil voice interviews that they have a good understanding of what history is and that they enjoy and can recall their history learning especially when it has been combined with a practical experience. Children demonstrate a good quality of work within their history books to acquire knowledge, skills and vocabulary at an age-expected standard and in the appropriate sequence. The school’s most recent assessment data (end of academic year 2020/21) shows that at least 70% of children in each year group from Year 2-6 are achieving the age-related expectations in their history learning.