

# Misterton Primary School

## Intent, Implementation and Impact in History

| Intent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>*For pupils to 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.</p> <p>* For pupils to 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.</p> <p>*For pupils to gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>* For pupils to 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</p> | <p>* All pupils will study history as part of the curriculum as stipulated in the NC progression document for history programmes of study. History lessons might be as a 'block' unit of lessons worked each term.</p> <p>* In EYFS pupils will learn history through Understanding the World and will learn about the Past and Present. Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>All Year groups will learn about history through the following 4 key areas:</b></p> <p><b>Chronological Understanding</b><br/>This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places. For example, in Y5 children will know and sequence key events of time studied, to know how to use relevant terms and period labels</p> <p><b>Range and depth of Knowledge</b> This concept involves using historical vocab and techniques to convey information about the past. For example: In Y1 children will know the main events and people studied in a topic. To Know how to use simple words and phrases to describe the past-after, before, between.</p> <p><b>Interpretations of History</b><br/>This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence. For example, in Y4 children will to look at the evidence available, to begin to know how to evaluate the usefulness of different sources, to know how to use text books and historical knowledge.</p> | <p>* Pupils will have a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how .</p> <p>*Pupils will have a respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.</p> <p>*Enjoyment of the History curriculum will promote creativity, achievement, confidence and inquisitive minds.</p> <p>*Pupils feel safe to learn new things and share their beliefs with others in an accepting environment.</p> <p>*Pupils leave the school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.</p> <p>*Pupils are proud of their History work.</p> <p>*Pupils know that others value their History work; they see it on display, made into class books, shared on Marvellous Me with their families.</p> <p>*History Progression Steps is evident in children's books.</p> |

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| <p>questions and create their own structured accounts, including written narratives and analyses.</p> <p>* For pupils to 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.</p> <p>* Pupils to 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.</p> | <p><b>Historical Enquiry</b> is an active process which enables students to question, analyse, interpret, explain and communicate their understanding of the past. For example, in Y2 children will know how to use a source, know how to handle sources to answer questions about the past.</p> <p><b>* Key stage 1 pupils will look at:</b></p> <p>*The lives of significant individuals in Britain’s past who have contributed to our nation’s achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.</p> <p>* Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.</p> <p>*Significant historical events, people and places in their own locality.</p> <p><b>Key stage 2 pupils will look at :</b></p> <p>*Changes in Britain from the Stone Age to the Iron Age.</p> <p>*The Roman Empire and its Impact on Britain.</p> <p>* Britain’s settlement by Anglo Saxons and Scots.</p> <p>*The Viking and Anglo-Saxon struggle for the Kingdom of England.</p> <p>*A local history study.</p> <p>*A study of a theme in British history.</p> <p>*Early Civilizations achievements and an in-depth study</p> <p>*A non- European society that contrasts with British history</p> <p>*Pupils will have an excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.</p> <p>*The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.</p> <p>*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</p> <p>* Work to be differentiated as required and needed.</p> | <ul style="list-style-type: none"> <li>• Tickled Pink and Green for Growth marking provides positive support and directs the pupil on their next steps to improve their History work.</li> <li>• Pupils respond to feedback in Better in Blue pens.</li> <li>• Pupils use classroom resources to support their learning.</li> <li>• Pupils presentation is of a high standard through following the school’s handwriting policy.</li> <li>• Teachers moderate pupils work in school to ensure accurate assessments are made.</li> <li>• Subject leader provides an action plan for the subject and addresses areas for development and improvement annually.</li> <li>• Subject leader does two reports for the governors each year so they are up to date with any new initiatives that have been introduced and the impact of these.</li> <li>• Subject leader conducts learning walks, pupil interviews and book monitoring throughout the year. These inform future areas for improvement and the impact of new initiatives.</li> <li>• Standards being met at the end of EYFS, KS1 and KS2.</li> </ul> |
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|  | <ul style="list-style-type: none"><li>* Teachers and TAs to support ALL pupils in history lessons; providing intervention, support and challenge that individuals require to advance their learning in history.</li><li>* Displays of history to encourage pride in work, give a purpose and audience and to show that work is valued. .</li><li>*To encourage and promote enjoyment in History with visitors and out of school visits.</li></ul> |  |
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