

History Intent, Implementation and Impact
Collingtree CE Primary School

“A people without the knowledge of their past history, origin and culture is like a tree without roots.”
Marcus Garvey

Intent (the what)

We intend that our high-quality history teaching will ‘help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past.’ (National Curriculum, 2014).

Specifically, our teaching will ensure 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:

Historical skills

We intend that all pupils develop the following skills over time:

KS1:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

KS2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Implementation (the how)

In EYFS we teach children understanding of the world around them, including the concepts of old and new, and their understanding of people who are older than them, especially in their immediate family such as grandparents.

Our teaching of History will take place through the teaching of topic-based themes from the National Curriculum. These themes provide clear context and link learning to other areas of the curriculum in order for children to build on existing knowledge and skills. These include:

KS1

- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.
- significant historical events, people and places in their own locality

KS2

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history Mayan civilization c. AD 900

Historical skills (procedural knowledge) will be incorporated into each unit of work, providing progression year on year

See the History Long Term Plans for specific detail.

Impact

We expect the vast majority of children to achieve the national curriculum age-expected standards at the end of each academic phase of teaching (Y1/2, Y3/4 and Y5/6). These standards (detailed in the national curriculum) summarise the knowledge, skills and understanding that children should have gained. Our declarative and procedural knowledge progression documents give further detail of the specific knowledge we expect the pupils to have retained and the skills we expect them to have acquired. We assess progress against these standards by using teacher assessment from a variety of sources including observation of skills and written work.

Our history teaching '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'. (National curriculum, 2014)