

History - Intent, implementation and impact

Intent

Through the teaching of History at St Robert's we aim to give children the opportunity to;

- Gain a coherent knowledge and understanding of Britain's past and use our school timeline to place this in a chronological order
- Find out about significant historical periods in the wider world
- Ask questions about the past and encourage the children to be curious about the past
- Look at evidence from the past and use a variety of sources to reach conclusions
- Discover how people's lives have changed over time and compare the lives of people in the past to their own lives.

Implementation

At St Robert's we teach a broad history curriculum which has been written in partnership with the BBCET. The primary curriculum has been prepared based on knowledge of the secondary curriculum requirements. This provides a continuous structured curriculum which ensures progression and development of skills. We are mindful of the fact that children will continue to achieve the KS2 aims in Year 5 and 6 once they are at middle school. Where possible, history topics are taught in chronological order within year groups. All NC requirements and key concepts are revisited regularly. Teachers use slides with the pupils that are colour coded, this helps teachers to recognise when key concepts and ideas are being revisited, this can then be highlighted to the children. History topics are taught as discrete units over a half term. Some activities are differentiated, particularly those which have a requirement for strong literacy skills. School trips and visiting speakers enhance the teaching of this subject.

Impact

At St Robert's we want our children to love learning. Our history curriculum allows for many cross curricular links which allow teachers to plan creative and exciting activities, thus ensuring each topic is memorable. Teachers expect presentation of work to be of a high standard, any work which is on display is exhibited in an eye catching way in order to celebrate the achievements of our children. Progress is assessed and monitored regularly throughout each topic. Lessons begin with a short quiz to ascertain what pupils can remember from the previous lessons. Each topic culminates with an end of unit assessment. We use Tapestry and/or Seesaw to record evidence and Sonar for the formative assessment.