



Curriculum Intent, Implementation, Impact



SUBJECT: History
HISTORY LEADER: Amy Roberts

TEAM: Understanding the World
LEADERS: Amy Roberts & Craig Brindley

History Intent:

At Marden Primary Academy, our curriculum aims to provide a broad and balanced curriculum, designed to ignite children's curiosity about the past through a 2-year cycle of learning including hands-on experience wherever possible. We are determined that alongside historical knowledge there will be a high focus on the development of specific historical disciplines. The teaching of history in our school is intended to equip pupils, as historians, to ask pertinent questions about the past, analyse evidence, think critically, appreciate different perspectives, and develop informed judgements. These are the skills and areas of knowledge we believe are important for life.

We want our children to have a range of skills to help them become effective historians;

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods, including significant events in Britain's past;
- The ability to think critically about history and communicate ideas confidently;
- The ability to support, evaluate, and challenge their own and others' views using historical evidence from a range of sources;
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- A respect for historical evidence and the ability to make critical use of it to support their learning;
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

Implementation:

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught half termly in KS2 and in blocks in KS1, focusing on knowledge and skills stated in the National Curriculum, historical concepts – similarities and differences, significance, continuity and change and cause and consequences, as well as our key stage end points.

We use the following throughout the school:

- Knowledge organisers which outline knowledge (including vocabulary) all children must master;
- A timeline in each classroom that is built upon throughout the year;
- An emphasis on vocabulary to secure knowledge and understanding;
- Retrieval quizzes to embed learning into long-term memory;
- A 2-year cycle of lessons, which carefully plan for progression and depth with all teaching staff's input;
- An exit point where children demonstrate their understanding of the historical concept;
- Trips and curriculum enrichment days to enhance the learning experience.



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Impact:

Our History Curriculum is engaging, well thought out and is planned to oversee a range of historical skills as the children progress throughout the school. If children are keeping up with the curriculum, repeating specific skills and enjoy what they are learning about, then they are considered to be making good or better progress. Our curriculum aims to ensure pupils gain a coherent knowledge and understanding of history and the wider world. Through analytic thinking and questioning, pupils will learn to ask questions, think critically regarding sources of evidence, and develop their own perspectives.

We measure the impact of our curriculum through the following methods:

- **Assessment grid tracking;**
- **An exit task where children demonstrate their understanding of the historical concept;**
- **A 2-year cycle of topic lessons, which carefully plans for progression and depth with all teaching staff's input;**
- **Trips and curriculum enrichment days to give the children that "first hand" learning;**
- **A reflection on standards achieved against the planned outcomes (key end points);**
- **An opportunity for the children to share their learning with other members of the school/in family assemblies.**

The subject leader, alongside the curriculum team leaders and senior management team, is responsible for monitoring and evaluating curriculum progress. This is done through a work scrutiny, assessment grids collaborative planning, lesson observations, pupil interviews, staff discussions and audit of resources.