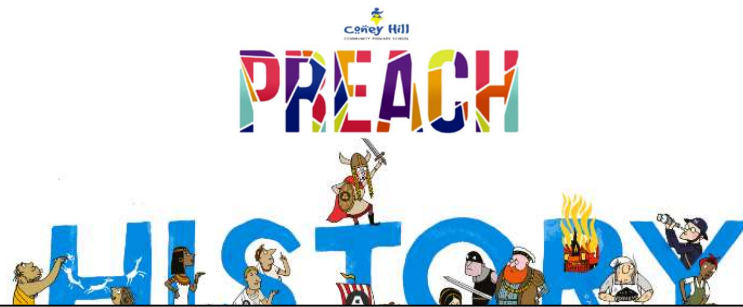




History Intent, Implementation and Impact

 Purpose and Pride	The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. We want our pupils to be inspired to know more about our local history, the history of Britain and that of the ancient world. Knowledge of the past can help them to understand the challenges of our own time. We want to engage pupils in questions about people, places and events in the past, in order to help them to understand the present, all whilst gaining a sense of chronology and their place in history. We also want to promote taking pride in being a Historian, and learning about the past.
 Respect	Our children will learn about significant events over history and the impact they had on the people of those times and today. They will develop a sense of respect and empathy for what societies before them have experienced through learning about specific and relevant events. This in turn, will help them to develop a healthy respect for the world we live in today and how that has been shaped by history.
 Enjoyment	We want to inspire pupils' curiosity to discover more about the past and to develop an understanding that enables them to enjoy all that history has to offer. We aim to motivate to our pupils through active and engaging activities, visitors and experiences, to give all pupils opportunities to question the past.
 Achieve & Aspire	We fulfil the requirements of the National Curriculum for History; providing a broad, balanced and ambitious curriculum for our children to engage with. History education should be fully inclusive to every child ensuring the progressive development of historical knowledge, skills and vocabulary; and for the children to develop a love for history.
 Community	History has a wide application to everyday life, teaching the children to enjoy learning about the past and to have a better understanding of the society in which they live. We aim to help children understand society and their place within it, so that they develop a sense of their cultural heritage. Our city is culturally rich in History and our intent is to use a primary resource.
 Health & Well-being	As citizens of the world, our children will understand that the events of history have a significant impact on who they are today. What children learn through History, can influence their decisions about personal choice, attitudes and values.

Implementation

Big Picture

- Mirroring the national curriculum, our bespoke History curriculum is taught through our 4 “Golden Threads” – Chronological Understanding, Key Events, Societal Changes and Legacy and Leadership.
- The Hiller Historian Graduate document is used to show progressive knowledge and skills, as well as Vital Vocabulary, Significant People, Cultural Capital Opportunities and Class Novel Opportunities. The Hiller Historian Graduate document and supplementing curriculum unit maps, can be used to observe knowledge progression across the Key Stages, to assist with the planning and teaching of History lessons.
- Skills and knowledge are delivered through a Humanities led theme.
- We cover significant Historical people and acknowledge key anniversaries, celebration days such as: The Queen’s Jubilee, WW2 significant dates and importantly celebrate Black History month.
- Learning should be active and inquisitive, using reasoning skills – giving children opportunities to explore primary and secondary sources, compare and evaluate a variety of resources such as written accounts, reports, photographs and artefacts.
- Opportunities for active learning (VAK, investigations, research, carousels, real life experience, visual literacy, drama etc.)
- We use the term History, when we are teaching History lessons.
- Teachers map out the learning via a medium term plan. Teachers to teach History at least once a fortnight, in conjunction with Geography every other week.
- Cross-curricular links are used wherever possible, including Literacy, Reading and computing.
- With our “P” for purpose and pride, our children begin their theme learning with a “Hook” and end with a planned “outcome” – often this is an off-site visit or visitor into school – enhancing the cultural capital.
- Mini plenaries will be used throughout lessons to gain pupil voice and understanding, in order to shape lessons.
- SK grid will be used for lessons/series of lessons to highlight and evaluate the skills and knowledge taught. This will then inform our impact assessment.
- KWL grids can be used to assess baseline/prior learning, ongoing learning and outcome learning. This could be as a whole class or individually as appropriate and should be features in children’s books at the start of the History work.
- Reactive History: developing knowledge and awareness of the world around them, setting them up to be responsible global citizens, we will keep children up to date with major Historical world events and also acknowledge key anniversaries and dates from the past.
- Cultural capital: Wherever possible we will take our children out museums, places of historical interest and local sites; as well as having specialist visitors in.

Our Learners

- We aim to cultivate independent thinkers; they use enquiry based learning through HOT questions, KIP quizzes, knowledge organisers and “rapid recall time” at the start of each theme/lesson.
- Learning is inclusive; lessons are scaffolded to support and stretch different learners.
- Learning is enhanced through primary and secondary sources (such as letters, diaries, clothing, artefacts etc.), as well as through use of our local area, field work and educational visits.

Learning Environment

During a History led theme, the classroom environment will be rich in evidence of this:

- Progressive, key vocabulary will be displayed and referred to during lessons
- Classroom doors and theme corners will reflect the theme
- Knowledge organisers will be used in theme books and referred to throughout lessons

- A whole school timeline is displayed throughout the academic year in each classroom's theme corner, displaying all the children's prior Historical learning.
- A 'zoomed in' class timeline is displayed when a History theme is being taught for the term. This can be added to throughout the term during History lessons.

Home Learning

- Pupils are given a home learning map with a series of challenges/tasks linked to the theme. They can bring evidence of their completion in weekly.

Impact

The Hiller Historian is inquisitive, curious and eager to discover history's secrets. They have an understanding of their place in history and how our world today has been moulded and shaped by the history preceding us.

Assessment is teacher based and formed using double page spread assessment tasks at the end of units and informal strategies – higher order thinking questions, verbal/written outcomes in marking, 10 in 10 daily curriculum quizzes and KIP quizzes at the start of each lesson to recap and recall previous learning. Coverage and attainment in line with our progressive Graduate document, across classes, and is closely monitored by the subject leader and fed back to senior leadership team. Monitoring will include: regular book looks, learning walks, gathering evidence of good practice, pupil voice interviews and regular learning walks.

The findings of this monitoring will be used to inform next steps for the children and the implementation of History across the school as a whole