



History – Impact – What

Children talk confidently about their learning in History using appropriate vocabulary and reference to significant events

Children know and understand how history has shaped modern day Britain and how this has influenced the wider world

History – Implementation – How

Historical sources and resources used to enthuse pupils in History lessons

High quality teaching that is appropriately pitched to individual children

History – Intent – Why

- For all children to have the skills required to be an historian
- For children to discover an interest in history by using available evidence
- To provide a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world, thus building on the pupils' cultural capital
- To inspire pupils' curiosity and enthusiasm to know more about the past
- Provide opportunities for pupils to develop history skills, key knowledge and core concepts to be able to understand and question sources and events of the past
- Give opportunities for pupils to develop historic vocabulary and share good quality texts to enhance history topics
- Our curriculum intentions are best summed up in our drivers: **Believe; Equality; Lifelong learning; Ongoing respect; Nurturing; Growing in faith; Independent; Never giving up/perseverance; Gaining new experiences – B-E-L-O-N-G-I-N-G**

Follow a clearly sequenced and progressive program of study based on the National Curriculum objectives and skill ladder

Children are given opportunities to develop a range of history skills: understand chronology, ask historical questions, explain events of the past, compare sources, gather evidence and question events

Outcomes at the end of each key stage are in line or above National and progress in history is evident

Children's understanding of chronology is reflected in other curriculum subjects

Children have an understanding of events in history and understand historical concepts such as continuity, change, cause and consequence

Children gain and understanding of local history, explaining the impact on their lives and society

Children enjoy history lessons and are confident to talk about their learning

Building cultural capital of all individuals through visits, visitors and theme days to enhance history topics

Succinct assessment based on key milestones supported by the Chris Quigley Essentials Curriculum which ensures learning is well pitched and matched to individual children's needs

Prepared for the next stage of their learning, building an overview of the sequence of events they have learned about

Pupils use a wide range of vocabulary to describe chronology and periods of time