



St Gabriel's CE Primary School

History



Intent	Implementation	Impact
<p>We teach history to ensure pupils:</p> <ul style="list-style-type: none"> • Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past; • Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; • Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups; • Ask questions about their own identity and the challenges of their time; • Understand and celebrate the rich history within the context of our local area; make full use resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality; • Encourage inquisitiveness, creativity, critical reflection, resilience and open-mindedness: <p>• Develop enquiring minds.</p> <p>Through history we can also:</p>	<p>As a school we have chosen Cornerstones Maestro History Scheme</p> <p>When teaching history we:</p> <ul style="list-style-type: none"> • Plan the history curriculum carefully and ensure that it structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. • Ensure topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. Planning is informed by and aligned with the national curriculum, with guidance and resources from the Historical Association. • Teachers have identified the key substantive knowledge (empire, invasion, migration & trade) and skills of each topic and consideration has been given to ensure progression in the acquisition of substantive knowledge & historical skills across each key stage. • The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year. • Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent 	<p>Outcomes evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key substantive knowledge. This not only enables them to meet the requirements of the National Curriculum but to prepare them to become competent historians in KS3 and beyond. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and Egypt, and the study of Benin. Through this study, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and Judgement.</p> <p>To assess pupils' progress in history we:</p> <ul style="list-style-type: none"> • Ensure children are provided with learning opportunities and activities that

<ul style="list-style-type: none"> • Improve pupils' skills in literacy, numeracy and ICT Develop pupils' thinking skills • Help pupils acquire and develop the skills and confidence to undertake investigation, problem solving and decision making. • Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues • Develop pupils as active Christian citizens. 	<p>knowledge and understanding of Britain's past and that of the wider world</p> <ul style="list-style-type: none"> • Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. • Cross curricular outcomes in history are specifically planned for, with strong links between the history and other areas of the curriculum enabling further contextual learning. • The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. • Enrichment visits to historical sites, museums and visiting experts are carefully planned to provide context and provide first hand experiences of the evidence of our past around us. • Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. • Children are actively encouraged to review and reflect on their learning. 	<p>allow them to demonstrate the appropriate level of historical skills and knowledge for their development and age.</p> <ul style="list-style-type: none"> • Gather evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them, and evaluating any work they produce and recording on Cornerstones assessment. • Make periodic and end of key stage Judgements using the levels of attainment statements. • Report annually to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements.
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