

## Intent, Implementation and Impact in History

Intent	Implementation	Impact
<p>Through teaching a coherently planned sequence of lessons, teachers at St Laurence aim to develop historical skills and concepts that our children can transfer to a range of study. These historical skills are:</p> <ul style="list-style-type: none"> <li>• Chronological understanding</li> <li>• Vocabulary</li> <li>• Questioning</li> <li>• Knowledge based enquiry.</li> </ul> <p>We use an enquiry based learning process - our 5 's' - which is supported by resources developed by the Historical Association. The St Laurence 5 E's are Engage, Explore, Enquire, Examine and Evaluate. Each unit is structured around an Enquiry Question (EQ), with each lesson having an individual Learning Question (LQ).</p> <p>We aim to teach and equip our children to learn not only about the UK's past but study our local heritage to enable the children to have a deeper understanding of not only the world but</p>	<p>History lessons are planned alongside the NC to ensure all aspects, knowledge and skills of History are being taught across all year groups.</p> <p>As a school, we have highlighted a clear opportunity for interdisciplinary links between History, Geography and English. As such, these 3 subjects are taught using interdisciplinary collaboration with the learning being linked around the termly topic EQ and into the children's 'Learning Journal'. We believe this allows for a stronger emotional engagement with the topic, while the historical facts aid the children in their literacy.</p> <p>Linking with our termly topics, we make the most of every opportunity to take the children out of school to delve deeper, trips to Dover Castle, The Royal Harbour, Dover Museum, Kent Life and The Ramsgate Tunnels are highlights of the children's year and prove to be great 'hooks' into their learning.</p> <p>At the beginning of each lesson, children are given the opportunity to recap previous knowledge from the current term and the previous 2. This 'sticky knowledge' is a great way for the children to retain information and find meaningful links between different cultures.</p>	<p>After the children have worked their way through our varied History curriculum, they will have gained a broad and balanced understanding and will be able to demonstrate their attainment of knowledge.</p> <p>Emphasis is placed on questioning which helps pupils gain a coherent knowledge and understanding of the past and that of the wider world and we encourage children to become curious learners. Through this encouragement, pupils learn to ask perceptive questions, think critically, weigh evidence, examine arguments and develop perspective.</p> <p>We actively encourage pupil voice in the children's workbooks - the use of pupil voices demonstrates how confident the children are and that they are able to talk about what they have learnt in History using subject-specific vocabulary. Pupil voice also demonstrates that pupils enjoy History and are able to recall their learning over time.</p> <p>Children review the agreed successes (by going over the lessons success criteria) at the end of a session and by adding key vocabulary and new knowledge to their topic 'front cover'. This actively</p>

<p>the community they live in.</p> <p>Topic choices through the school are linked by substantive concepts that are revisited each year. For example, the concept of trade and farming can be seen in The Romans (y3), AngloSaxons (y4), Ancient Egypt (y5) and Maya (y4). The broader disciplinary concepts are revisited in a similar way.</p> <p>It is our intention that the children will be taught about various historical events and famous historical figures, some of which have shaped the world today, a desire that is demonstrated in our class names - each a famous historical figure with links to Ramsgate.</p>	<p>Vocabulary is an important part of developing historical skills, as such we use 'InPrint' to ensure all children recognise and understand key vocabulary for each topic. Adult vocabulary guides/resource material are provided to allow adults to feel confident and supported with the skills and knowledge they are teaching.</p> <p>Through our teaching, children have opportunities for research, DT and Art project, trips revisiting and consolidating skills, building on prior knowledge alongside introducing new skills and challenge which serve to excite and intrigue our children.</p> <p>Through all of our lessons, we intend to inspire our children to develop a love of history and to understand how it has shaped the world around them.</p>	<p>encourages the children to expand their learning while they compile their own knowledge organiser. At the end of a term/topic, children are asked what they have learned comparative to their starting points, and using their completed 'front cover' to answer the Enquiry Question.</p> <p>Regular school trips provide further relevant and contextual learning.</p> <p>The teachers track children progress and attainment termly, using a skills-based tracking statements and their own assessment for History. This data is then used to track progress and attainment for each child and groups of children.</p> <p>Pupil consultations on the History curriculum take place annually. Areas for development are identified and shared with staff and any adjustments are actioned.</p>
--	--	---