 

Intent, Implementation and Impact Statement for

History

# INTENT

At Fowey School, we aim to offer a high-quality history education that will ensure pupils gain a coherent knowledge and understanding of Britain’s past and the wider world. In understanding the past, pupils will be able to understand more of the world around them and why it has developed and exists the way it does. We strive for a curriculum which enables pupils to develop a sense of identity and cultural understanding based on their own historical heritage and that of others. We aim to stimulate pupils’ interests, and inspire their curiosity and passion to simply marvel in how and why people’s lives have been different from their own. Through the school history curriculum, which covers the full national curriculum for KS1 and KS2 and Early Learning Goals, we develop the skills, knowledge, understanding and vocabulary that pupils need to think and talk as a historian. Through meticulously planned lessons, we aim to equip pupils with a set of transferable skills which can be used throughout life; to ask perceptive questions, to think critically, to weigh evidence, sift arguments and to develop perspective and judgement.

# IMPLEMENTATION

History is taught in blocks throughout the year so that pupils establish depth in their learning. We use the history knowledge and skills progression maps to ensure there is clarity of progression across the subject.

Lessons are planned through an enquiry-based approach beginning with a ‘key question’. These are used with an emphasis on pupils uncovering the past for themselves by using the historical skills of a professional historian. Pupils engage in “doing” the history, investigating using evidence and constructing their own ideas about the past. They develop an understanding that historical events can be interpreted in different ways and are prompted to ask enquiry questions such as “how do we know?” considering the beliefs and values at that time. Emphasis is placed on enquiry through examining historical artefacts and photographs, amongst other primary and secondary sources. Pupils have the opportunity to visit sites of historical significance providing them with memorable learning experiences. Staff have access to Keystage History, to support the planning and teaching of history at Fowey.

Work is recorded in curriculum gold books and can be evidenced in a range of ways including written work and photographs. Practical activities can also be recorded on Seesaw.

# IMPACT

In 2022, 74% of Year 6 pupils met the expected standard in history.

## Subject Leader monitoring has shown that:

* lessons are planned to meet the needs of all learners including those with SEND and disadvantaged;
* teachers are secure in their subject knowledge;
* pupils talk with passion about history;
* pupils of all abilities feel success in history lessons;
* pupils are exposed to a range of primary and secondary resources to support learning;
* pupils are completing appropriate work in books, linked to the LO and desired outcomes.



## Impact of history at Fowey School is carefully tracked and measured by:

* termly monitoring of pupils’ work in gold books, seesaw and display;
* termly learning walks to monitor quality of teaching and learning in history;
* discussion with pupils to ascertain engagement in geography;
* monitoring of short-term planning to ensure all areas of the national curriculum are covered;
* triangulation of learning walks, book looks, planning and pupil discussion.

Pupils leave Fowey having received a high-quality education that will have helped them gain a coherent knowledge and understanding of Britain’s past and that of the wider world. They will have acquired an understanding of the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.