



# HISTORY

## Intent, Implementation and Impact Statement



### INTENT

St Andrew's CEVA Primary School's History scheme of work aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world.

We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence. Through our scheme of work, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes.

St Andrew's CEVA Primary School's History scheme aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History. We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries. In order to prepare pupils for their future learning in History, our scheme aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

St Andrew's CEVA Primary School's History scheme of work enables pupils to meet the end of Key stage attainment targets in the National Curriculum and the aims also align with those set out in the National Curriculum. For EYFS, the activities allow pupils to work towards the Understanding the world Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further history learning in Key stage 1.

# INTENT

## CHRISTIAN ETHOS AND VALUES WITHIN HISTORY

At St Andrew's School, History supports our Christian ethos and the development of the 'I ASPIRE' values within our school. This is how they link to History:

**Independence**- Children develop curiosity for learning about our past and challenges our thinking about times and events that have already taken place. They are encouraged to ask questions and find answers themselves, within the classroom setting, as well as outside it.

**Ambition**- Children learn about significant individuals in the past and how they have achieved some amazing accomplishments amidst some hard and often perilous times and how this also happens now. It teaches them that it's okay to take risks.

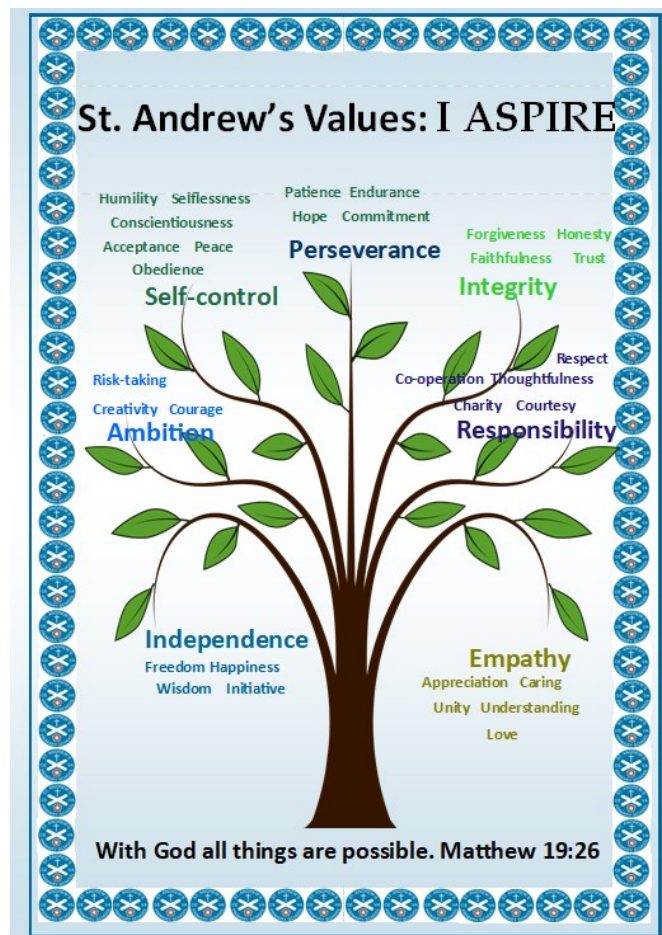
**Self-control**- Children learn about the hardships that people have suffered in the past and the disappointments that life has thrown at them and yet they just got on with life.

**Perseverance**- Children learn from the past that you need to persevere and can't give up.

**Integrity**- Children learn about significant individuals, who, despite the risks to themselves, have lived by their values to do right and to help others. They can recognise that we have to be true to ourselves and not be swayed by others.

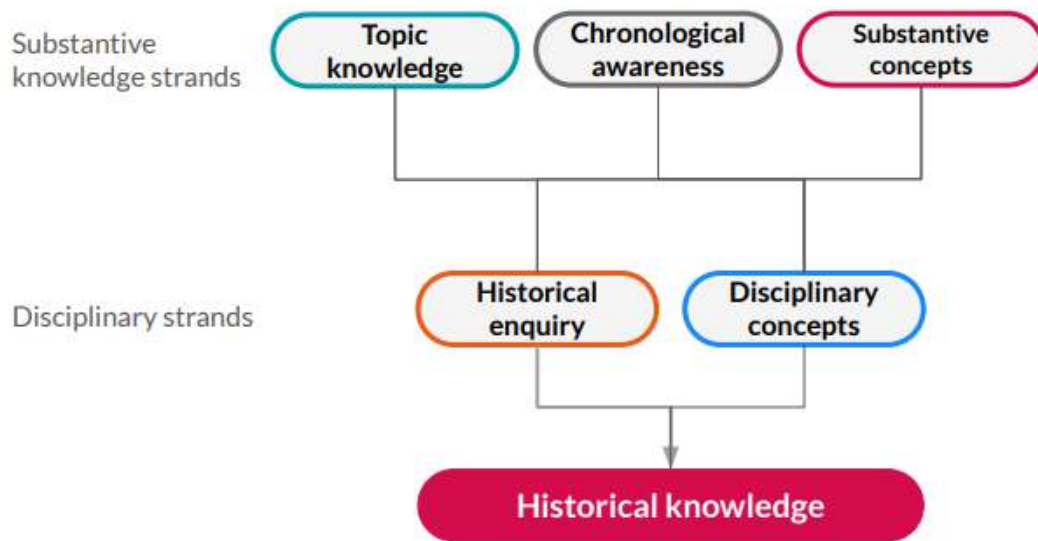
**Responsibility**- Children recognise the positive and negative actions of individuals and societies and how there are consequences for every act.

**Empathy**- Children learn about past civilisations and societies, gives us a better understanding of the views and beliefs of others and that we should respect other people, no matter what our differences are.



## IMPLEMENTATION

In order to meet the aims of the National Curriculum for History and in response to the Ofsted Research review into History, we have identified the following key strands:



The St Andrew's CEVA Primary School scheme emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram above. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do.

Each six-lesson unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. In EYFS, children explore the concept of history by reflecting on key experiences from their own past, helping them understand that they each have their own histories. Then, they engage in activities to compare and contrast characters from stories, including historical figures, deepening their understanding of how individual lives fit into broader historical narratives.

Lessons are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of an historical enquiry. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of Britain's role in the past and that of the wider world. Children will develop their knowledge of concepts and chronology as well as their in-depth knowledge of the context being studied.

At our school we teach History in Autumn Term 1, Spring Term 1 and Summer Term 1 in order to cover the objectives of the National Curriculum and to ensure the progression and development of skills.

Over the course of the scheme, children develop their understanding of the following key disciplinary concepts:

- Change and continuity.
- Cause and consequence.
- Similarities and differences.
- Historical significance.
- Historical interpretations.

## IMPACT

The impact of St Andrew's CEVA Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a skill catcher and knowledge assessment quiz which can be used at the end of the unit to provide a summative assessment.

After the implementation of St Andrew's History, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past. The expected impact of following the ST Andrew's History scheme of work is that children will:

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.
- Develop a historically-grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
- Understand how historians learn about the past and construct accounts.
- Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
- Explain how and why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts and timescales.
- Meet the relevant Early Learning Goals at the end of EYFS (Reception) and the end of key stage expectations outlined in the National curriculum for History at the end of Key stage 1 and 2.

The progression of National Curriculum skills and objectives is tracked using Pupil Asset website. Each objective/skill is assessed using the Working Towards/ Age Related Expectations/ Greater Depth attainment levels.