



History at St. Margaret's Intent, Implementation & Impact

Everyone is valued. Everyone is motivated. Everyone achieves.

Intent

History teaching at St. Margaret's aims to fully immerse children in to a period of history through fascinating, challenging and thought-provoking experiences. Our approach provides children with a thorough chronological timeline as a result we teach some periods in history in chronological sequence, spread across KS2, such as the Romans, Anglo-Saxons and the Vikings. We study other ancient periods non-chronologically.

Our topics provide children with many opportunities to develop their historical knowledge and skills. Lessons intend to improve pupils' ability to explore different lines of enquiry, think critically, evaluate sources and develop perspective to support their judgement.

Implementation

Two key documents set out our curriculum design for history. Our history progression map shows the key historical knowledge and skills that our children should acquire each year. Secondly, there is an overview of the planned topics for each year group across KS2, including a summary of key learning. Our 'Key Expectations' document outlines the key elements that will be found in our history lessons in terms of lesson structure, planning and assessment.

Children will be taught history in three half-termly blocks throughout the year. We use a combination of 'Key Stage History' and 'Historical Association' lesson planning, along with some bespoke lessons to create a clear sequence of learning that builds year on year, across Key Stage 2. We study the history curriculum through carefully chosen topics, teaching historical concepts explicitly whilst making appropriate links with other subject areas e.g., English, geography, art. By making these connections, we are strengthening historical knowledge and skills in a sustainable and complementary way.

In lower KS2, children build on skills taught from previous learning (EYFS and KS1) to sequence events, dates and periods of history. Pupils will handle artefacts and visit local museums to help gain greater insights into historical periods. Throughout all KS2, children will be improving their historical skills (disciplinary and second-order concepts) and progressively tackling more challenging concepts such as a perspectives and empathy.

Lessons include regularly revisiting previous knowledge through flashbacks and historical skills as well as introducing new knowledge and important or abstract vocabulary (substantiative concepts). Creative, enriching planning and learning will stimulate pupils' imaginations through independent research, debates, and discussions allowing pupils to become independent thinkers and problem solvers.

Impact

Through the high expectations set by the subject leader and effective implementation of the history curriculum our pupils will have a desire to learn about the past and develop a deep appreciation for previous periods of history and significant events that helped shape our current world.

Through learning walks, book analysis and pupil interviews, the children will display their ability to use and understand subject-specific vocabulary accurately and with confidence, understand the different strands of history (disciplinary, second-order and substantive concepts) along with recognising that there are a variety of sources that can provide information in to the past. Children will improve their ability to interpret graphs, data and charts allowing them to think critically about chronology, similarities and differences, cause and consequence. They will improve their enquiry skills developing their ability to analyse and evaluate a range of primary and secondary sources.

Pupils are monitored every half term against lesson objectives, historical knowledge and skills using year group tracking grids. On a lesson-by-lesson basis, teachers use verbal feedback and interventions to ensure misconceptions are addressed.

Children will leave KS2 with an enthusiasm for history and the ability to speak clearly about their learning, skills and knowledge. They value the history of the world and feel motivated to learn more about historical events, people and places.

We measure, assess and monitor the impact of the curriculum through the following:

- Pupil self-evaluation and peer evaluation
- Monitoring of pupil voice to check pupils have retained knowledge/skills
- Children should have acquired key vocabulary and concepts/knowledge
- Formative assessment used to diagnose and address learning gaps
- End of block formative assessments/termly and end of year summative assessments
- Assessment/Outcomes – Attainment against expected outcomes during the year and at the end of each year
- Assessment/Outcomes – Progress made from individual starting points
- Analysis of assessment, diagnosing knowledge and learning gaps
- Monitoring – of books and outcomes to check curriculum delivery, quality learning and pupil understanding
- Monitoring – Learning walks to check learning is delivered effectively
- Monitoring – subject leads reflect and analyse effectiveness of curriculum teaching and learning
- Monitoring – subject leads check that the curriculum meets the needs of all pupils through quality teaching, with tailored support and intervention where appropriate
- Reflective staff feedback, joint staff sessions and questionnaires inform CPD to maintain and enhance teacher expertise

The vast majority of children reach end of year or end of key stage expectations.