



Otterbourne Church of England Primary School

Subject: History

Statement of Intention, Implementation and Impact

Intention:

At Otterbourne the teaching of History will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim for it to stimulate all pupils' curiosity about the past, increasing and developing their historical skills, concepts, knowledge and attitudes, thereby developing a motivation to become active learners with a passion for history. It is the intent that teaching equips pupils to think critically, weigh evidence, and sift arguments, developing perspective and judgement, increasing their understanding of the present in the context of the past, whilst developing all children's understanding of their place in the world. 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.

Units studied are informed by the National Curriculum and are sensitive to children's interests, as well as the context of our historically rich local area. History lessons focus on developing historical skills and children working as historians. We intend for our children to have real life experiences and learn about history in an active and creative way. Studying our ancestors helps us have a better understanding of how we live today.

Implementation:

History is taught in history lead units throughout the year, along with incidental links within other topics so that children achieve depth in their learning and develop the skill of making links between different cultures and time periods.

All of the history units taught at Otterbourne are '**Enquiry**' based with Key Questions to guide children through a journey of discovery. This approach nurtures the developing and using of their skills in enquiry, analysis, evaluation, and argument. The planning of learning always begins with the skills and knowledge that needs to be taught and enrichment opportunities to apply learning are carefully mapped. The methods of historical enquiry include how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Consideration has been given to ensure progression across units throughout each year group across the school using the three identified golden threads within the disciplinary skills these are: **chronology, cause and consequence and change and continuity**. To ensure children develop a sound understanding of chronology, the subject leader has identified the key substantive knowledge and skills of each unit. Cross curricular outcomes in history are specifically planned for with strong links between the history curriculum and English lessons enabling further contextual learning.

The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. This is either in the guise of trips or the use of our school grounds and visitors providing a real 'hands on' experience. Planning is informed by and aligned with the National Curriculum. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified substantive knowledge and disciplinary knowledge making reference to the 'Golden Threads' indicated in the planning and the learning 'Pillar' and relevance to the children's own lives and the world they live in.

Impact:

The impact and measure of this is to ensure that children at Otterbourne are equipped with historical skills disciplinary and substantive knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. The large majority of children will achieve age related expectations in History.

By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They will be able to draw comparisons and make connections between different time periods and their own lives.

As historians, children will have learnt lessons from history to influence the decisions they make in their lives in the future. Furthermore, through studying the history of other cultures children will have a better understanding of the reasons for diversity within our world, and an appreciation of the culture and attitudes of societies other than their own enabling pupils to be effective and responsible citizens in society. They will have gained transferable skills which can be used across the curriculum and in life, therefore creating and maintaining lifelong learners. These link directly to the three pillars of our curriculum: Diversity and Equality, Aspiration and Well-being and Sustainability and Change.

Impact is measured by the outcomes in history and English books and discussion with pupils, which evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge as well as their understanding of how they can use history to impact their future place in the world and their communities.