

## **History Statement of Intent**

### **Intent:**

At Crossley Street Primary School, we meet the requirements of the National Curriculum by providing a diverse and varied programme of study that is carefully differentiated to meet the needs of all learners. We want children to leave our school with the skills to become proficient historical learners such as a secure knowledge of chronology, to be able to investigate and interpret the past and to suggest causes and consequences of significant historical events and changes. We want all our learners to retain the wealth of knowledge that our curriculum provides, to enable them to make links and comparisons in future study. We want children to appreciate the role their local area has played throughout history. We want children to be independent historical thinkers who ask questions, think critically and form their own judgements and perspectives. We want our learners to experience a programme of study which represents global diversity. Our curriculum is set up to not only develop the historical skills and knowledge that our learners leave Crossley Street with, but to provide opportunities for personal growth and reflection.

### **Implementation.**

Our curriculum coordinator tracks the curriculum coverage in History, ensuring that all subject content across the Key Stage 1 and Key Stage 2 programmes of study are met. The subject leader uses learning walks and scrutinies to evaluate whether the differentiated needs of children are being met within the subject. All teachers use the Chris Quigley milestones to inform their medium term planning, which guarantees that learners have the opportunity to learn, develop and extend key historical skills. Engaging learners is key to retaining knowledge; we use stunning starters and fantastic finishers within our medium term planning to hook children into the topic and make learning memorable and purposeful. Class trips and visits are other examples of the strategies we use within our curriculum to promote a love of historical learning. In order to supplement this and embed the retention of key knowledge, learners take part in pre and post topic assessments and sticky learning quizzes, based on key objectives summarised in our whole school knowledge organisers. In addition, class assemblies are also used as a way of children evidencing and sharing the knowledge they've retained with others. As per the National Curriculum, significant local individuals and the area as a whole are covered within both key stages, providing children with the opportunity to reflect on the impact those changes have had on the local environment. Promoting initiative is a key priority within our history curriculum. Children have opportunities to research and find information out for themselves; they evaluate evidence and artefacts from the past to form their own opinions; learners are encouraged to ask questions to explore the reliability and validity of our knowledge of the past. The curriculum was constructed to ensure that children experience a global programme of study, allowing them to appreciate the diversity of different societies and providing opportunities for all pupils to feel represented. Through posing insightful and thought provoking questions as

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one aspect of quality first teaching, we encourage children to consider the complexity of people's lives within different periods. This provides opportunities to reflect on the challenges of their time and their own identity.

### **Impact.**

We monitor and measure the impact of our History curriculum in a number of ways. As subject leader, learning/environment walks, books scrutinies and moderations (both in school and across the trust) are used to assess the impact of quality first teaching. Pupil voice is also used to hear feedback from children to ensure that ultimately, our curriculum continues to engage and inspire.

Teachers use the Chris Quigley History milestones to assess children's historical skills, which is then collated within the foundation subject assessment trackers. Pre and post topic assessments and sticky knowledge quizzes are also used to evaluate the retention of knowledge and identify areas of focus. As part of our high quality first teaching, questioning is used to address misconceptions, to gauge pupils understanding and encourages learners to think on a deeper level.