

Intent, Implementation and Impact Overview

Subject Leader Curriculum Intent, Implementation and Impact Overview

Subject: History

Subject Leader: Emma Stokes and Sharon Palmer

Research link	Intent	Implementation	Impact
<p>Education Endowment Fund research indicates that by identifying key learning styles of children will underpin the individual's style of preferred learning. The theory is that learning will therefore be more effective or more efficient if children are taught using the specific style or approach that has been identified as their learning style. A successful approach will allow children to make an additional two-month's progress.</p> <p>According to the Department of Education. A high-quality History education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. History helps children to understand 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.</p> <p>According to the Department of Education Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <p>Teach Like a Pirate by Dave Burgess This book highlights the importance of ensuring hooks within the curriculum are engaging and inspiring for learners. Utilising a variety of different hooks within topics can improve child-led learning; strengthen children's questioning skills; and encourage a higher level of participation.</p>	<p>The Federation will embed an enquiry-led approach within the History curriculum showing knowledge, skills and understanding is built progressively through the Federation.</p> <p>The Federation will build a stimulating History curriculum that inspires children to learn about the past.</p>	<p><u>Structure to successful learning:</u> KEY STONE 1 ENGAGEMENT Exciting and engaging hooks are used to waken the interest in the children. KEY STONE 2 DEVELOPING KNOWLEDGE AND SKILLS Children collect information in interesting and varied ways to show Chronology, Characteristic Features, Continuity and Change, Cause and Consequence, Historical Significance, Historical Interpretation and Historical Enquiry. KEY STONE 3 INNOVATION Children make sense of their ideas and process the information. They draw their own conclusions and make meaning out of what they have learned. KEY STONE 4 EXPRESSION Assessment of children's knowledge and understanding, creates a final piece of work to demonstrate knowledge and skills learned. Our Learning Values of Perseverance, Respect and Collaboration, and Code of Conduct will underpin the whole of the History Curriculum. Interwoven British Values within History curriculum; showing a tolerance of others', mutual respect and rule of law. Each year group use historical artefact boxes, school trips and visitors to inspire learners and create a scope for an enquiry.</p>	<p>Children are engaged and inquisitive learners. Key Stone 1</p> <p>Children make social and academic progress in History at the end of their cohort year, from a relative starting point. Key Stone 2</p> <p>Children build upon previous knowledge to draw conclusions, interpret findings and solve problems. Key Stone 3</p> <p>Children are able to apply enquiry skills to other areas of the curriculum. Children have a good understanding about the world around them and how it has been shaped by the past. Key Stone 4</p>