



History Intent

1) What is the intent?

- To deliver a sequence of lessons which follow the National Curriculum and ensure all Learning Objectives are covered by the end of each Key Stage.
 - To deliver lessons which develop a curiosity for the past and an enjoyment of the subject.
1. Children will be taught key **knowledge** through sequences of coherent and connected lessons
 2. In KS1 History will be **child centred** – personal history, personal chronology – yesterday, last week, when I was a baby etc and based on **locality** wherever possible e.g. in year 1 the children will explore what their homes and town was like in the past and how it has changed - **Weston seafront** and **Victorian seaside** and in year 2 the children will build on this and extend their learning to include **Bristol** and the impact of **Brunel** and his GWR railway . KS1 will also focus on significant events and people from the past including some local people and both men and women – e.g. Brunel and Florence Nightingale
 3. In KS2 British History will be taught chronologically so children can make links and build on previous learning. The study of Ancient World Civilisations has been distributed across the year groups to form meaningful links with other curriculum areas particularly literacy.
 4. A strong emphasis will be placed on teaching the history **skills** at Key Stage 1 and 2: How to research and use a variety of Primary and Secondary sources to find out about the past and the reliability of sources.
 5. **British values** are embedded in the sequence of History teaching – e.g democracy –why do we remember? Learning enquiry? Who holds the power?
 6. **Concepts** like evolution and change, invasion and power are embedded and revisited time and time again
 7. Children are given opportunities to handle **primary sources**.
 8. Children have first- hand opportunities to visit historically significant places and museums and for visitors to give learning a context.

2) Implementation – History Leaders will use:

- Lesson observations / check ins by History Subject Leader and Cultural Team
- Long term and medium term planning – does it show blocks of lessons, learning enquiries, visits, visitors, first hand experiences, handling boxes etc?
- Class displays
- Children's books will show what has been taught
- Pupil conferencing
- Talk to teachers – are they teaching the intended curriculum?

3) What is the impact?

- Assessment grids should show the majority of the pupils reaching a secure level of **knowledge** and **skills**.
- Book Looks will show topics covered in a variety of ways, vocabulary used correctly and clear knowledge of the subject.
- Pupil conferencing- Can they discuss topics taught knowledgably? Do they use subject specific vocabulary correctly? Can they talk about Primary sources and how we know about the past? Can they share experiences of trips an visits to places of historical significance? All this will be at an age related expectation.