



Statement of intent:

1. **Curriculum** - To ensure our History curriculum is designed to be **inclusive, coherent, and progressive**, enabling pupils to build historical knowledge and disciplinary skills year on year. Through well-structured units, children learn to ask perceptive questions, weigh evidence, make comparisons, and develop informed and balanced arguments.
2. **Assessment** - We prioritise opportunities for children to revisit and connect learning across key stages, supporting long-term retention and a secure chronological framework.
3. **Culturally accurate curriculum** - We aim to make history meaningful by placing it within contexts that matter to our pupils. This includes exploring our local heritage, celebrating diversity, and ensuring that the curriculum reflects a broad range of voices, communities, and perspectives.
4. **Teaching** - Teachers deliver history through engaging, high-quality lessons that incorporate a wide range of sources, including artefacts, images, primary accounts, timelines, and digital resources. Lessons follow a consistent structure that supports oracy, enquiry, and critical thinking. Key vocabulary is explicitly taught, revisited, and displayed to support children in articulating their historical understanding.

Breakdown of how to plan, monitor and evaluate

Below are forms for each statement of intent – This is where you will break down the objective and how you will implement (what actions will you put in place)

You will then need to detail the expected impact.

Objective 1:

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To ensure our History curriculum is designed to be inclusive, coherent, and progressive , enabling pupils to build historical knowledge and disciplinary skills year on year.	Book trawls, observations, pupil voice surveys will be used to monitor how successful the curriculum is at building upon both pupil knowledge and disciplinary skills. I will ensure that History teaching is being adapted where necessary so that it is accessible for all pupils. I will ensure that topics allow for pupils to build upon their previous knowledge and make links via themes such as Conflict, Invasion, Technical Advancement.	Book trawls show a development of historical skills year on year not simply different knowledge. Flick backs show retention of prior knowledge. Pupils are able to use enquiry skills taught in History in other subjects. Pupils voice surveys show pupils can use historical vocab and discuss the historical events with a greater depth of understanding.	• Book trawls • Pupil voice surveys • Planning • Inclusive resourcing • Displays • Curriculum • Staff surveys
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

Objective 2:

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	We prioritise opportunities for children to revisit and connect learning across key stages, supporting long-term retention and a secure chronological understanding of the past.	Using book trawls, observations and analysis of planning I will monitor the use of flick backs and questioning to allow pupils to revisit prior knowledge.	Pupils are able to apply and build upon both the historical knowledge and disciplinary skills gained in previous years. They can make links between the topics they have studied e.g. The themes of 'Invasion' and 'Trade' linking the Romans and Vikings.	• Book trawls • Pupil voice surveys • Planning • Displays • Staff surveys
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

Objective 3:

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	We aim to make history meaningful by placing it within contexts that matter to our pupils. This includes exploring our local heritage, celebrating diversity, and ensuring that the curriculum reflects a broad range of voices, communities, and perspectives.	I will support teachers in planning for Black History Month celebrations. I will ensure that non-white history is taught throughout the year by monitoring planning. I will support teachers to use local historical sites and resources.	Pupils are provided with a balanced accurate portrayal of the past. Pupils can discuss significant individuals in the past who are non-white. 'Black History' is taught throughout the year and is not a one-off event. Pupils have visited and can discuss information linked to the wealth of historical sites in Stratford upon Avon.	• Planning • Pupil voice surveys • Book trawls • Lesson observations • Displays • Staff surveys
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

Objective 4:

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Teachers deliver history through engaging, high-quality lessons that incorporate a wide range of sources, including artefacts, images, primary accounts, timelines, and digital resources. Lessons follow a consistent structure that supports oracy, enquiry, and critical thinking. Key vocabulary is explicitly taught.	Ensure vocab words are sent home as spellings. I will build a bank of resources by asking parents to donate historical artefacts to be used by the school. I will ensure displays are consistent throughout the school. I will look at ways to enhance the resources available to teachers for planning and delivering lessons.	Lesson observations show that teachers have the resources available to them to provide engaging lessons. All teachers will start lessons using flick backs and meaningful questioning. Pupils are provided with opportunities to access history in a practical, hands on manner.	• Planning • Book trawls • Observations • Pupil voice surveys • Staff surveys
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				