

History Intent, Implementation and Impact

Intent

Our aim at Bishopton Primary School is to encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Our historians will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day.

Our History curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that '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.'

To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a generative coherent way. Chronological Understanding; Historical Understanding; Historical Enquiry; Interpretations of History; Organisation and Communication are all mapped out to ensure that pupils build on secure prior knowledge.

When covering each of these strands, the content will be carefully organised by each year group through a long-term plan. Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the medium-term plan. History is delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils. The History units taught have been developed to help children appreciate their own identity and the challenges in their time. It will help them understand the process of change over time and significant developments.

Implementation

All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long-term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of daily review.

Consistent learning walls in every classroom provide constant scaffolding for children. Subject specific vocabulary is displayed on the learning wall along with key facts and questions, and model exemplars of the work being taught.

Weekly curriculum quizzes are used to review learning and check that children know more and remember more. These require children to think deeply. Learning is reviewed also on a termly basis, after a period of forgetting, so that teachers can check whether information has been retained.

History assessment is ongoing throughout the relevant cross-curricular themes to inform teachers with their planning lesson activities and differentiation. Summative assessment is completed at the end of each topic where history objectives have been covered; Assessments are used to inform leaders of school improvements or skills that need to be further enhanced.

Our historians will be given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities and to further support and develop their understanding.

Impact

At Bishopton 'pupil voice' shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and are able to recall their learning over time. Pupils work demonstrates that history is taught at an age appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.