

Intent, Implementation and Impact

History

Intent

We aim to develop in pupils a secure chronological knowledge and understanding of local, British and World History.

Pupils are provided with the opportunity to learn in depth about specific periods in history and are encouraged to make connections and recognise trends and changes over time.

Our goal is to embed a curiosity about the past within all children and for them to view history as an astounding subject from which we can begin to understand the present. We want to enable pupils to find out about the past from a range of sources, ask relevant questions and draw their own conclusions.

Implementation

Year group topics:

Every year group studies either one or two periods of history. This starts with British History and the children learn about key periods in chronological order to understand how Modern Britain has been shaped by many invading influences in the past. They then learn about what was happening in other parts of the World during this time through the Ancient Greece and Egyptian topics before doing more indepth studies in Year 6 focusing on one element of British History and one Ancient Civilisation from around the world.

Content:

Pupils are taught about different periods in history as specified in the National Curriculum 'Subject Content'

Pupils also participate in extra 'Special Weeks' to commemorate National Anniversaries and to foster a love of History through indepth studies.

Historical enquiry and skills:

Pupils are exposed to different aspects of historical evidence and are encouraged to explore how it has been used to make historical claims and why there may be different interpretations of the past

Pupils are also given the opportunity to ask questions and draw their own conclusions about the past based on a variety of sources

Sections of Staff Meeting time have been given to allow Subject Leader to share some ideas and resources to encourage less Comprehension style lessons.

Knowledge:

As well as building a foundation of knowledge through giving an overview of each time period studied, we feel it is important that children develop a curiosity about the past. They should be encouraged to ask questions and know how to research their own answers through a variety of sources.

Where appropriate, we have brought in outside resources – Theatre Groups, Chertsey Loan Boxes and Workshops led by Chertsey Museum and/or The Surrey History Centre as well as taking the children out on Educational visits.

Chronology:

Chronology is a notoriously difficult concept for children to understand but we hope that through teaching many of the periods of history in chronological order, regular use of timelines and by getting the children to develop their own timelines, we will enable them to have some understanding of the concept of time.

Impact

- Work produced by pupils shows a breadth of knowledge and as they progress through the school they are able to assimilate more knowledge, from a wider variety of sources, into more complex pieces of summative work.

- Pupils enjoy asking questions in all year groups and as they progress through the school, they not only use evidence more efficiently to answer these, but have more ideas on where and how to find this evidence for themselves.
- Over the last few years, through a combination of staff meeting time to share ideas, special weeks and encouraging outside agencies to come in (Chertsey Museum, Surrey History Centre, drama workshops etc) lessons have utilised a wider range of sources for the children to interrogate. This has enabled them to compile, ask and answer their own questions and this in turn has further helped them to realise that different interpretations are to be expected.
- Evaluation forms from the children after 'Special Weeks' were overwhelmingly positive
- Extremely good feedback on all trips / experiences / resources used proving that the children were interested, curious, engaged and developed greater understanding of the periods studied.
- To a point, teachers were also able to further embed their own knowledge as well through these experiences and they themselves have similarly reported enjoying more indepth and varied teaching.
- The complexity of the timelines that the children are able to complete / interpret increases as they progress through the school.
- In Year 5 and 6 they learn about Ancient Greece, the Egyptians and the Mayans and they are able to relate their knowledge of what it was like in these Ancient Civilisations compared to what they learnt in Year 3 about life in Great Britain at that time.