



Colby Primary School History Intent, Implementation and Impact statement.

Intent

It is the intent that children at Colby School will be taught high quality history.

These key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating. The coverage of recent history in KS1 such as 'Toys' and 'Travel and Transport' enables children to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories. Children work chronologically so they can really grasp the concept of passing time.

The intent in Lower KS2 is that children can work in chronological order from ancient history such as 'Ancient Egypt' and then progress onto modern history such as 'Leisure and Entertainment (including civil rights)'.

Upper KS2 allows children to repeat and embed this sequence of chronology with a wider selection of ancient history such as 'Early Islamic Civilisations' and 'Stone Age' through to modern history such as 'World War II' and 'Leisure and Railways'. The repeat in KS2 of chronological order from ancient to modern allows for children to truly develop and embed a sense of time and how civilisations were interconnected.

Children start to understand how some historical events occurred concurrently in different locations, e.g. Ancient Egypt and the Stone Age.

Implementation

In order for children to know more and remember more in each area of history studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge.

Because children spend two years in one of the KS1 classes and two years in one of the KS2 classes, the regular repetition of skills is crucial to ensure balanced learning. There will necessarily be some variation in knowledge acquisition, however teachers will be exceptionally aware of which groups of pupils will have acquired what knowledge.

At Colby, we teach across the full range of human history in LKS2 and again in UKS2. We believe this approach helps consolidate a robust sense of chronology in the children's learning. Teachers are free to order units of work within the year to take advantage of local opportunities like visits and visitors. Through these lessons, we intend to inspire pupils to develop a love of history and see how it has shaped the world they live in.

Impact

The impact of using the full range of resources, including display materials, will be seen across the school with an increase in the profile of history. The learning environment across the school will be more consistent with historical technical vocabulary displayed, spoken and used by all learners. We want to ensure that history is loved by pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Impact will be measured through key questioning skills built into lessons and through the use of 'Double Page Spread' end of unit assessment where children according to age are helped to scaffold their acquired knowledge. Interview and random work evaluations help to build a picture of the impact of history teaching and learning in Colby School. Every year, the subject leader will report on impact and outcomes to the Governing Body.