

## **Stukeley Federation – History Intent, Implementation & Impact Statement**

### **Vision Statement:**

*In our inclusive and happy schools, we make sure **everyone** feels welcomed, valued and valuable.*

*Our safe and inspiring learning environment helps us work towards achieving our best, in all that we do, so that we can become independent and resilient members of our wider community.*

*Our shared values give us a foundation of challenge and support, helping to make a positive change in the world, as we strive to create a community of respect and aspiration, preparing everyone for their future.*

### **Core Values:**

**Respect** – Equality, Tolerance, Understanding

**Politeness** – Thoughtfulness, Appreciation

**Friendship** – Caring, Sharing, Love

**Honesty** – Trust, Fairness, Peace

**Responsibility** - Quality & Excellence, Cooperation

**Resilience** – Determination, Patience, Hope

### **Intent**

Our aim in history is to engage children in investigating questions about people and events in the past, in order to enable them to better understand their lives today. A well-rounded history curriculum will allow children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We strive to inspire their curiosity about the past.

Our intent for our history curriculum will enable our children to:

- Develop a wide range of critical thinking skills.
- Possess a secure understanding of chronology
- Discover links and connections to the history they learn and the wider community and locality
- Differentiate between source types and explain how interpretations in history may differ
- Draw on similarities and differences within given time frames
- Build on previous knowledge and understanding

Children will develop resilience when dealing with challenging concepts, which can be applied to other aspects of life. They will be able to effectively communicate their understanding, enabling them to work cooperatively with their peers and will become independent learners and take responsibility for their learning.

## **Implementation**

We use Connected History, an enquiry-focused approach to learning, which develops children as young historians. Through question-led enquiries about relevant historical topics, places and themes, children not only build subject knowledge and understanding, but become increasingly adept at critical thinking. Each enquiry sets clear objectives and outcomes for the children in terms of knowledge and understanding, and skills acquisition.

History is planned over a two-year rolling program in KS2 and a three-year in EYFS and KS1, in chronological order.

Teaching and learning in history is interactive and practical, allowing children to work independently, in pairs and also in groups, both inside and outside of the classroom.

We provide our children with historical evidence including narratives, paintings, photographs, artefacts, and data.

Children record the outcomes of their work in a variety of ways, including the use of PowerPoint, concept mapping, annotated diagrams, improvised drama and the application of a wide range of writing genres.

Children are provided with real-life experiences and learn about history in an active and creative way through visitors and trips.

Our whole school oracy focus underpins our vocabulary-rich history curriculum. Teachers use questioning, discussion and investigations to support the development of this.

We assess history at the end of each unit through: questioning, marking and listening to child-led discussions.

## **Impact**

Children will become critical thinkers, understand events and dates in the order of their occurrence and describe similarities and differences within given time periods. They will be able to use a range of resources and artefacts to understand differing interpretations of history.