



## History

### Intent, Implementation and Impact Statement



**Vision** - To create lifelong learners of history who hold a keen interest in the past and are curious to learn more.

#### Intent (What we want to achieve)

At Devonshire, our aim is that when children leave they will:

- Be set up as lifelong learners of history
- Hold a keen interest in the past and be inspired to know more
- Have a clear sense of chronology
- Have a coherent knowledge and understanding of Britain's past and that of the wider world
- Be equipped to ask perceptive questions, think critically, weigh evidence as well as develop perspective and judgement
- Understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups
- Understand how past events reflect upon who they are as individuals and their attitudes and values
- Have acquired a sense of their cultural heritage
- Have an awareness of how international and national events are linked to the regional and local experience
- Ensure knowledge is committed to long term memory

#### Implementation ( How we will do this)

- At Devonshire, we have a question based curriculum and this is shown through having learning questions to build knowledge systematically and cumulatively. All lessons are carefully sequenced that demonstrate progression building upon prior knowledge and enabling children to apply it to new learning. Children are shown the order of their lessons so that they understand why each lesson is being taught and how their learning will move forward.
- At the beginning of each lesson, children participate in a retrieval practice. This allows them to revisit prior knowledge of their current topic, previous topics within that year group and previous topics from earlier year groups. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.
- In all lessons staff will model explicitly the subject-specific vocabulary so that all children have the opportunity to understand and develop their history knowledge and link to prior learning.
- 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. Within these, examples of pupil work are displayed. In each key-stage 2 classroom the use of

timelines helps children to understand that chronology is embedded and understand how different periods of history link together.

- Our pupils 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 (What the outcomes will be)

- The impact of question based curriculum at Devonshire is that it doesn't limit knowledge or curiosity, it actually encourages open thinking and further interest. It encourages selecting sources to support an opinion and encourages higher order thinking.
- Key historical skills, concepts and knowledge are mapped through statements describing the expectations for pupils in each year group. Teachers use the school assessment framework to regularly assess pupils' learning against specific criteria.
- The History leader looks and analyses History data which helps to identify gaps and areas for development at a whole school, key stage, year group and individual class level.
- Regular scrutiny of pupil's work, planning scrutinies, lesson observations, learning walks, pupil voice, moderation opportunities are all carried out by the History leader.