

History Intent, Implementation and Impact at Midsomer Norton Primary School

Intent:

At Midsomer Norton Primary School, we believe that high-quality history lessons inspire children to want to know more about the past; help children to understand their place in the world and develop a sense of who they are locally, nationally and globally and inspire children to think and act like historians – promoting curiosity and fascination.

We aim to develop an awareness of the diverse nature of the UK and global populations and the contributions different societies, communities and individuals have made to human understanding and history.

By making links to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and be able to communicate historically.

We develop children with the following essential characteristics to help them become historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- The ability to think critically about history and communicate ideas confidently to a range of audiences;
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;

- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

Our school curriculum drivers also shape our history curriculum:

- **Culture**
- **Community**
- **Equality**

Recovery Curriculum:

During the recovery period, we intend to maintain the breadth of the school curriculum. The need to prioritise supporting children's mental health, assessment and closing gaps necessitates a focus on key knowledge. Focus will be on key threshold concepts:

- Power
- Cause and change
- Legacy
- Belief
- Culture
- Society
- Settlement
- Evidence and Artefacts

School Closure/Remote Learning:

In the event of a further partial or full closure, teachers will continue to teach the national curriculum remotely including through the use of live sessions within the constraints of our current technology. Priority will be given to daily maths and English lessons. In history, teachers will use catch up overviews and end of year revision materials to ensure that key knowledge and threshold concepts continue to be developed.

Implementation:

As part of the planning process teachers will need to refer to the following documents:

- The National Curriculum
- Knowledge Organisers
- Chris Quigley Essentials – Threshold Concepts and Milestones (End points)

Teachers will be expected to plan a cycle of lessons which carefully makes links to previous learning; outlines the knowledge and vocabulary to be taught; plans for progression and depth; includes low stake quiz opportunities to develop deep long-term learning; meets the needs of SEND pupils and includes challenge for pupils to apply their learning.

Impact:

Our History Curriculum is high-quality, well taught and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- Proof of Progress (POP) tasks
- Pupils discussions about their learning
- A celebration of work through displays.