



Intent	Implementation	Impact
<p>At Pyrford Primary School, we are proud that our children love learning History. Our aim is for all children</p> <ul style="list-style-type: none"> to gain a secure understanding of the impact that historical events, and significant individuals, have had on the past. to be able to think critically and respectfully about the way those events and people have shaped the societies that we live in today. <p>Through the explicit teaching of historical skills and terminology our children:</p> <ul style="list-style-type: none"> develop a deep understanding of the chronology of the past. develop enquiring minds to build an argument understand how interpretations of the past are not always the truth. <p>Our History lessons provide enrichment activities and experiential learning which aim to bring the past to life in a fun,</p>	<p>At Pyrford Primary School, History units:</p> <ul style="list-style-type: none"> Are taught in blocks. Cover the National Curriculum objectives through a well-designed curriculum Begin with a chronology focus (Timelines matching our curriculum) Begin with a discussion and class mind-map of what we already know about the time period. (What I know, What I'd like to know, What I've learnt) Introduce topic specific and subject specific vocabulary through Knowledge Organisers and within each lesson and revisited regularly. Are based on an enquiry focus which is explored over several lessons using a variety of secondary sources. Knowledge and understanding of the historical facts are explored in relation to answering the enquiry focus. Historical skills are interwoven in the lessons – chronology, interpretations of history, continuity and change, cause and consequence, significance and similarity and change (Progression of skills across school) Make connections to modern day i.e. start Ancient Greeks with a look at modern day Greece Will focus on the impact of the period in history/significant individual. Offer opportunities for experiential learning and enrichment activities. Hooks are used to motivate learners: clips, books, drama, props. The learning is evidenced in a variety of ways throughout your year's units: photos, factfiles, diary entries, letters, posters etc Assessed using I can statements (knowledge and skills). Pink think stickers are used at least once throughout the unit to provide an opportunity for deeper thinking. Where possible, links are made with English and comprehension texts are used as a secondary source. Key topic specific vocabulary will be spelt correctly (non-negotiable) The achievement of a range of significant individuals (covering a diversity of cultural backgrounds) is celebrated and explored during a Remarkable People Day (termly). Diversity within history is also interweaved within relevant units. The history of the locality is taught during a Local History Day once a year. Local history is also interweaved within relevant units. 	<ul style="list-style-type: none"> Children immerse into the unit with a passion. Children's factual knowledge of key historical events is outstanding. Children know where each period of history fits into their existing knowledge of the past. Connections and comparisons made between units. Children's voice is heard about what they would like to learn. Children use ambitious subject knowledge vocabulary. Children's memory of historical learning is deep and connections are made to new schema. Teachers and children see the end goal of learning. Children use outstanding skills within their history lessons. Children understand the similarities and differences between the present and past.

<p>engaging manner. Through an enquiry-based approach, our aim is that History lessons:</p> <ul style="list-style-type: none">• stimulate curiosity, compelling children to want to discover more about the cause and consequence of events and to consider how life is similar and different within periods of history.	<ul style="list-style-type: none">• Lessons follow the effective teaching format: Review, small steps of learning, questioning, modelled thinking, WAGOLL, scaffolding, guided practice, assessment and feedback.	<ul style="list-style-type: none">• Children understand what happened as a result of the person/time period.• Children are challenged to show their understanding in depth.• Teachers and subject lead have a good understanding of what the children know and what needs to be improved.• Children develop critical thinking skills.• Children's historical understanding is built upon in other subjects and is therefore deeper.• All children succeed within History lessons.• Children's learning in History takes account of diversity and celebrates all cultures.• Children have a secure understanding of the history of their locality.• Children know the structure of the lesson which lowers cognitive overload.
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