# History

intent, implementation, impact

## intent

Academic We aim for every child to actively participate in history whether this be in the classroom environment or at home. Children should be enthused by our history curriculum and link the work that is done in school with people, places and events from the past.
There will be a focus on learning through experiences and practical tasks in lessons. This can be achieved through visits to locations of specific historical importance and studying artefacts. Lessons will be taught employing a range of sources including books, ICT, accounts as well as the secure subject knowledge from staff.
Making a difference is key to our history learning at St Michael's. Throughout, our children will be exposed to a range of exciting and relevant topics enhancing their skills as Historians further. A clear understanding of historical concepts including continuity, cause and consequence, similarity and difference are also established within these topics.

Social: As children develop their understanding through school of the complexity of people's lives and events from the past, they progress further by building their own understanding of the diversity in societies and relationships between different groups. Their progression through school builds their identity and creates for them an understanding of the past, equipping them with the wisdom to face potential new challenges in the future. St Michael's includes pupils from a range of different backgrounds and cultures. They will develop awareness and social skills through teamwork and collaboration and be able to accept different roles within group situations through role play and drama.

# implementation

At St Michael's, our medium-term plans set out the key events, historical vocabulary and chronological knowledge pupils learn in each unit. Teachers use timelines to help pupils see when events took place, how long periods lasted and what was happening elsewhere at the same time. As pupils move through Key Stage 2, they draw on earlier topics to make connections between the periods they study.

Teachers use targeted questioning, short retrieval activities and low-stakes quizzes to revisit important knowledge and address misconceptions. Knowledge organisers give pupils a reference point for key dates, people and vocabulary throughout each unit. Pupils apply this knowledge in discussions and written work as they explore why events happened, what changed and what stayed the same.

Pupils also learn how historians find out about the past. They look at sources such as photographs, artefacts and written accounts, considering what each source can tell them and what questions it leaves unanswered.

We aim to enrich classroom learning through practical experiences such as themed history days. These give pupils opportunities to explore a period in greater depth and use historical vocabulary in context. For example, building a model of a Second World War trench can prompt pupils to discuss what it was designed for and what it might have been like to use it.

# impact

At St Michael's, we look at how well pupils remember important historical knowledge and use it to explain the past. As pupils move through Key Stage 2, we expect them to place events in chronological order, make connections between periods and use historical vocabulary and evidence to support their explanations. Teachers check pupils' understanding throughout each unit through low-stakes quizzes, discussion and written work.

Knowledge organisers help pupils revisit key dates, vocabulary and ideas. Teachers consider what pupils can recall and explain in their own words, using their spoken and written responses to identify misconceptions, give feedback and decide what to revisit.

The history subject leader regularly reviews pupils' books to see how their knowledge and historical thinking develop across year groups. Teachers use year-group meetings to discuss what pupils have understood, share effective approaches and refine future lessons. Staff feedback on subject knowledge helps us identify where targeted professional development can strengthen teaching.