



INTENT - IMPLEMENTATION - IMPACT

HISTORY

INTENT

Our aim at Semley School is to encourage pupils to develop an appreciation and understanding of the past; evaluating a range of primary and secondary sources. Children will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils are taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day. We believe a high-quality history education helps pupils gain coherent knowledge and understanding of Britain's past, that of the wider world and the relationship between them. We aim to inspire pupils' curiosity to know more about the past through quality experiences both in and out of the classroom. We will strive to make use of our rich local historical opportunities. Chronological Understanding, Organisation and Communication, Historical Understanding, Historical Enquiry and Interpretations of History are all mapped out to ensure that pupils build on secure prior knowledge. Meaningful links with other subjects are made to strengthen connections and understanding for pupils. The History taught will help to develop children's appreciation of their own identity and the challenges in their time.

IMPLEMENTATION

Based upon and to ensure we have full coverage of the National Curriculum, we have created a History progression document which sets out the objectives taught in each year group across a two year rolling programme. We alternate our History and Geography topics to ensure that our children receive well-rounded coverage of all areas of Humanities throughout their time at Semley School. When and where ever appropriate, we take the opportunity to create links between the two subjects in order to consolidate the learning taking place. To accommodate our mixed year group classes, differentiation may take place within a lesson to ensure each child's learning is age appropriate and high expectations are maintained. We do not follow a published scheme, but our children are taught and encouraged to make connections based upon the chronology of the History topics covered; whilst also revising and recapping previously taught History units as they move up through the school. We ensure through our teaching that children utilise a range of primary and secondary sources such as historical accounts, photographs, film clips, artefacts and websites, as appropriate. At all stages, our children are encouraged to react to the History they are learning through discussion and questioning, with curiosity and using key vocabulary. This helps to embed and consolidate their understanding of History and its impact on the world today. In the wider, broad curriculum, our children explore a range of stories and poems from different historical perspectives with the intention of deepening their knowledge of History further.



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IMPACT

The impact of our History curriculum can be measured in a variety of ways – questioning during lesson time by teachers, marking of children’s written and illustrated work, listening to child-led-discussions, informally talking to children about their learning, as well as looking at topic books and classroom displays. Through the progression built into our History curriculum, we aim for our children to leave Semley School in Year 6 with inquiring minds who are excited and curious about local and world history. Our successful and engaging History curriculum will encourage our children to become enthusiastic historians with a love of making links between the past and present, together with an awareness of possible influences on outcomes in the future.