

Intent, Implementation and Impact subject document.

'Growing in Faith, Hope and Love'

History



Intent



Implement



Knowledge



Impact



Intent – What do we want?

- To design an engaging and active history curriculum can help to raise cultural capital and develop connections through people and events in different places and different times.
- To help our children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as the challenges of their time.
- To understand that history has had an impact on the lives and experiences of everyone living today.
- To understand that we live in the society that has been shaped by significant events and people of the past. It is important for children to understand cultural, national and international history as a way of creating a shared identity and interconnections.
- To develop critical thinking which means making reasoned judgements that are logical and well thought out.
- To support our children to challenge and question through asking questions, weighing evidence and developing judgement.
- Children to develop a sense of identity and belonging on a personal, cultural, national and global level and as learners come to appreciate the diversity of human experience and consequently, understanding more about themselves as members of society.
- To enable our children to understand core concepts and most notably cause and consequence, similarity and difference, continuity and change, change and progress/regression, chronology, empathy, context, interconnectivity and validity which have broad relevance and significance in the modern world.



Implementation – How will we ensure this happens?

Subject Pedagogy

- Each History session begins with a long-term / medium term retrieval from prior knowledge, linked to the session signposting building on retained knowledge.
- Each History session considers the forgetting curve with an application opportunity of the previous session's learning.
- History focuses on building up procedural knowledge both vertically and horizontally, considering prior learning and planning for application.
- Learning sequences are stacked to build on prior substantive, second order and threshold concepts and knowledge, building year on year.
- A learning sequence will typically flow from; acquisition of technical vocabulary - provocation of critical thought using worked examples – opportunities to explain and reason understanding - modelling of procedural knowledge – opportunity for independent application and critical reflection that demonstrates understanding.



Considered coverage, conceptual, substantive knowledge and procedural knowledge.

See whole school overview and Primary Knowledge Curriculum MTPs



Impact – What data will be reviewed?

- **Pupil conferencing** – know more, remember more and explanation of substantive knowledge and concepts
- **Subject Leader Book Looks** - focus on high quality outcomes
- **Subject Leader Planning Looks** – Ensures both breadth, depth, NC expectation and sequential learning
- **Subject Leader Teaching Looks** – Identifies quality of application of pedagogical approach
- **Teacher Assessment** – identifying challenge and support termly judgements
- **DSAT comparative judgements and outcome comparison** – ensuring standards



- What are the outcomes for developing the 'young historian' at Trinity?

A 'young historian' at Trinity will be able to understand historical concepts and vocabulary and have an understanding of the events and people that have shaped the world that we live in today. They will understand that we live in the society that has been shaped by significant events and people of the past. They will have developed skills such as problem solving, asking and answering questions, testing and evaluating hypotheses as well as developing a sense of intrigue. They will understand how all God's people are ultimately connected from the beginning of time and effected by the values and actions of man. The children will be well equipped to use these skills across other areas of learning that will allow them to progress in their learning as they move to a middle school setting.



Research – Why?

[Cambridge Assessment Conceptual Knowledge](#) – Dr Liz Taylor

[Sweller's Cognitive Load theory](#) – Steve Garnett / Oliver Lovell

[ResearchEd Explicit and Direct Instruction](#) – Adam Boxster / Kirschner

[Rosenshine's Principles in Action](#) – Tom Sherrington

[Visual Learning](#) – Clarke / Hattie

[Retrieval Practice 1 and 2](#) - Kate Jones

[Ofsted Inspection Curriculum Inspection Guidance](#)

[Ofsted Deep Dive Guidance for Subject Leaders](#)