

## History 3I's (Intent, Implementation & Impact)

### **Intent:**

"The more you know about the past, the better prepared you are for the future." Theodore Roosevelt

We believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking learning 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 to be able to communicate historically.

The history of our school and local area are given great importance. The cultural and social significance of events such as Remembrance Day are commemorated by the whole school and wider community.

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;
- Learning about the concept of chronology, which underpins children's developing sense of period, as well as key concepts such as change and causation.
- 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 respect for historical evidence and the ability to make critical use of it to support their learning;
- 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.

### **Implementation:**

Teachers plan the following:

- A cycle of lessons for each subject, which carefully plans for progression and depth;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;

**Impact:**

Our History Curriculum is high quality, well thought out 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:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;
- Pupil discussions about their learning;

**SMSC Links****Spiritual**

- Look at the history of the local area.
- Consider the impact that significant (or overlooked) historical figures.
- Consider how we mark important events from history and the people who shaped them.
- Speculate about how we mark important events in history.
- Develop a sense of curiosity and mystery about how and why events in the past happened.
- Reflect on different interpretations of the past and consider how

**Moral**

- Explore the results of controversial choices made in the past such as The Gunpowder Plot, the tomb of Tutankhamen. Engage in debates exploring different perspectives.
- Consider different perspectives and showing empathy.
- Consider how historical events show us how we ought to treat one another.
- Consider and comment on moral questions and dilemmas.

**Social**

- Consider questions about social structure in the past, for example discussing the rights of children in the past.
- Encourage pupils to talk to parents and grandparents about the past.
- Consider social issues throughout history and discuss i.e. child labour

## **Cultural**

- Explore local history, exploring our cultural heritage.
- Investigate how culture is shaped by history, especially changes in the local area.
- Explore the 'cultural heritage' of our school and local area.
- Investigate historical figures who have shaped Britain.
- Develop an understanding of the key events shaping British history.
- Examine links between local, British, European and world history.
- Develop a better understanding of our multicultural society.

## **British Values**

British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum. Students explore issues such as democracy in their historical context and relate them to the modern day through studying periods such as Ancient Greece. This enables the students to understand how, overtime, changes happened and to evaluate their impact. By looking at the achievements of famous British people, students develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of their work.

Teaching students to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

Our Long Term Plan and curriculum coverage can be found on our website: <https://www.southstokeschool.org/learning>.

## **Class planning:**

Caterpillars: <https://www.southstokeschool.org/class-1-curriculum>

Butterflies: <https://www.southstokeschool.org/class-2-curriculum>