History

Intent, Implementation, and Impact

Intent

At Tollesbury Primary School, through our History curriculum, we aim to encourage children to develop an appreciation and understanding of the past by evaluating a range of primary and secondary resources. It is our intention that these sources give them an insight into how people around the world used to live and how these interpretations may differ. Children 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.

Implementation

Based upon the National Curriculum and the Early Years Framework, we have created a History skills progression map, which sets out the objectives taught in each year group. Historical skills including chronological understanding, range and depth of historical knowledge, interpretations of history and historical enquiry are taught by discrete lessons, largely based on units from Plan Bee schemes. This helps children to understand the world around them and how it has changed over time. Our curriculum is creative and varied, meeting the needs of all children, and allowing them to share their knowledge and embed their learning through other curriculum areas where appropriate, using precise vocabulary. The curriculum is supplemented with experience days, visitors and trips using the local area to promote local history.

Impact

Our History curriculum ensures all pupils develop key historical skills. Children's knowledge and skills develop progressively as they move through the school, not only enabling them to meet the requirements of the curriculum but to prepare them to become competent historians in Key Stage 3 and beyond.

At Tollesbury School, we measure the impact through the following methods:

- Marking of written work
- Assessment for learning and assessment of children against the curriculum

- Triangulated monitoring (books, data, pupil voice) throughout the year
- Staff meetings, which give opportunity for dialogue between teachers to measure progress between year groups and highlight areas for development
- Climate walks