



## History – Intent, Implementation and Outcomes.

### I can. (Intent.)



History is held in high regard at Stokesay Primary School. The village's own rich history, along with that of the school specifically, is celebrated.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Stokesay is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum 2014, the curriculum at Stokesay Primary School aims to ensure that all pupils:

Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;  
Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;  
Begin to understand the complexity of people's lives and taking a look through the lens of **Honesty** at the process of change, the diversity of societies and relationships between

### We can. (Implementation.)



Children at Stokesay Primary School participate in a history from Early Years through to Year 6.

#### **EYFS**

During this phase, pupils are given varied and rich opportunities to understand the world around them. This includes beginning to recognise key routines throughout the day, as well as sequential language (next, after lunch, when we have finished etc.) Pupils learn to recall things that happened yesterday, or last week and what they think is going to happen the next day. Pupils are introduced to stories and using **Determination** can compare and contrast different characters, including those who are from a long time ago.

#### **KS1**

History is taught in 3 half termly blocks per year. Focus on key questions such as 'What is history?' or 'how am I making history?', alongside more specific studies of change over time, such as how toys have changed or how schools have changed over time.

Pupils will be introduced to the idea of 'Monarch' and what this means, an important thread throughout the rest of their history programme of study.

#### **KS2**

### Stokesay can. (Outcomes.)



Outcomes in this subject are measured in several ways:

- Assessment against end of KS objectives.
- Book looks
- Planning scrutiny
- Link governor visits/ discussions
- Pupil interviews

At the end of each unit of learning teachers review and record if children are achieving lesson learning objectives that should have been taught throughout the unit using the Kapow coverage system. It can also be used to identify areas where the whole class may need to revisit learning.

#### **SEND**

History is a fully inclusive subject at Stokesay and we are committed to the Special Educational Needs and Disability Code of Practice. Wherever possible, the curriculum is not narrowed for pupils, with the hope that through clear differentiation or targeted support and scaffolding, pupils will be able to work towards age-

different groups, as well as their own identity and the challenges of their time.

Through the subject of Geography we promote our school values; **Teamwork**, **Honesty**, **Respect**, **Determination**, **Community** and **Responsibility**.

Pupils are be taught and taught to **Respect** British history, chronologically, beginning with the Stone Age and moving all the way through to World War 2.  
Pupils are also taught the history of other parts of the world, such as Ancient Greece and Ancient Egypt.  
Focusing on British history during one cycle, and world history during the other will ensure that every child will learn British history in a logically sequenced order, never out of chronological sequence, allowing them to more readily recognise change over time and be able to make comparisons with prior periods of history.

appropriate learning goals, regardless of the nature of their additional need.