



History Intent, Implementation and Impact

Intent

With York's rich history, History has a high profile at St Mary's School. The history curriculum at Saint Mary's makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality. Visits and visitors are key to our History teaching, where children's love of this subject is ignited. The history curriculum at Saint Mary's is carefully planned and structured to ensure that current learning is linked to previous learning. In line with the National Curriculum, the curriculum at Saint Mary's 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, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Implementation

History is taught in blocks throughout the year, on a two-year rolling programme so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Ancient Egypt, Greece and the Maya. Cross-curricular outcomes in history are specifically planned for, with strong links between the Geography curriculum and English lessons enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice. Local history visits play a vital role in the children's history learning, especially in Key Stage Two. Local history is covered in several British topics in Upper Key Stage Two. Planning is informed by and aligned with the national curriculum. We focus on asking key questions and an enquiry-led approach using Kapow and Key Stage History medium term plans as a core scheme. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an



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‘Understanding of the World; people and communities, the world and technology’ by the end of the academic year.

Impact

Outcomes in topic and English books, evidence of a broad and balanced history curriculum demonstrate the children’s acquisition of identified key knowledge and skills. Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world and are curious to know more about the past. Pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.