



Weare Academy C of E First School

Statement of Intent for history

Our School Vision

All Can Achieve
At Weare Academy C of E First School
Everyone is valued and respected
Relationships grow through kindness and compassion
We appreciate the importance of forgiveness
We recognise and are thankful for the opportunities we have
We are responsible for making the most of ourselves, each other and the
world around us

Intent

Why do we teach this?

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. At Weare, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding.

Implementation

What do we teach? What does this look like?

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop progressive skills of a historian throughout their time at Weare and do not just learn a series of facts about the past. In History, children at Weare find evidence, weigh it up and reach their own conclusion. To do this successfully, as historians, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view; skill that will help them in their adult life.

It is important that children develop the skills of a historian by fully immersing them in all areas of the subject through:

Well Planned Lessons: will engage children and provide all children the opportunity to develop their historical and enquiry skills.

Thoughtful Questioning: that encourages deeper thinking and the consideration of other viewpoints.

Discussion: allowing children to share and consolidate their knowledge.

Themed Days: to celebrate and raise the profile of important groups and events in history.

Examples include Remembrance Day and Roman Day.

Local Links: Where possible, links will be made to the history of the local community to develop the children's sense of perspective.

External Stimuli: Through trips and visits, children will be given the opportunity to develop their skills and knowledge beyond the classroom.

Impact

What do we teach? What will this look like?

At the end of each year, children have gained a deepening understanding of chronology, historical vocabulary and the ways in which the past can be communicated. Their conceptual understanding develops to make links between themes. They are increasingly curious which allows them to debate upon and reflect on their own lines of enquiry and interest areas.

Pupil Voice: Through discussion and feedback, children talk enthusiastically about their history lessons and show a genuine curiosity and interest in the areas they have explored.

Evidence of Knowledge: Children can make links between the different themes and recognise the similarities and differences. They know about key events and people as they build an overview of the world.

Evidence of Skills: Children use acquired vocabulary to interpret and convey their understanding of the past. They can analyse and interpret information in order to question and reflect on the legacies.

Breadth and Depth: Teachers plan opportunities for children to study across concepts and deepen their conceptual understanding in aspects of particular historical value. Children have the confidence and are inspired to further their knowledge.