



**History Intent, Implementation and Impact at HSM**

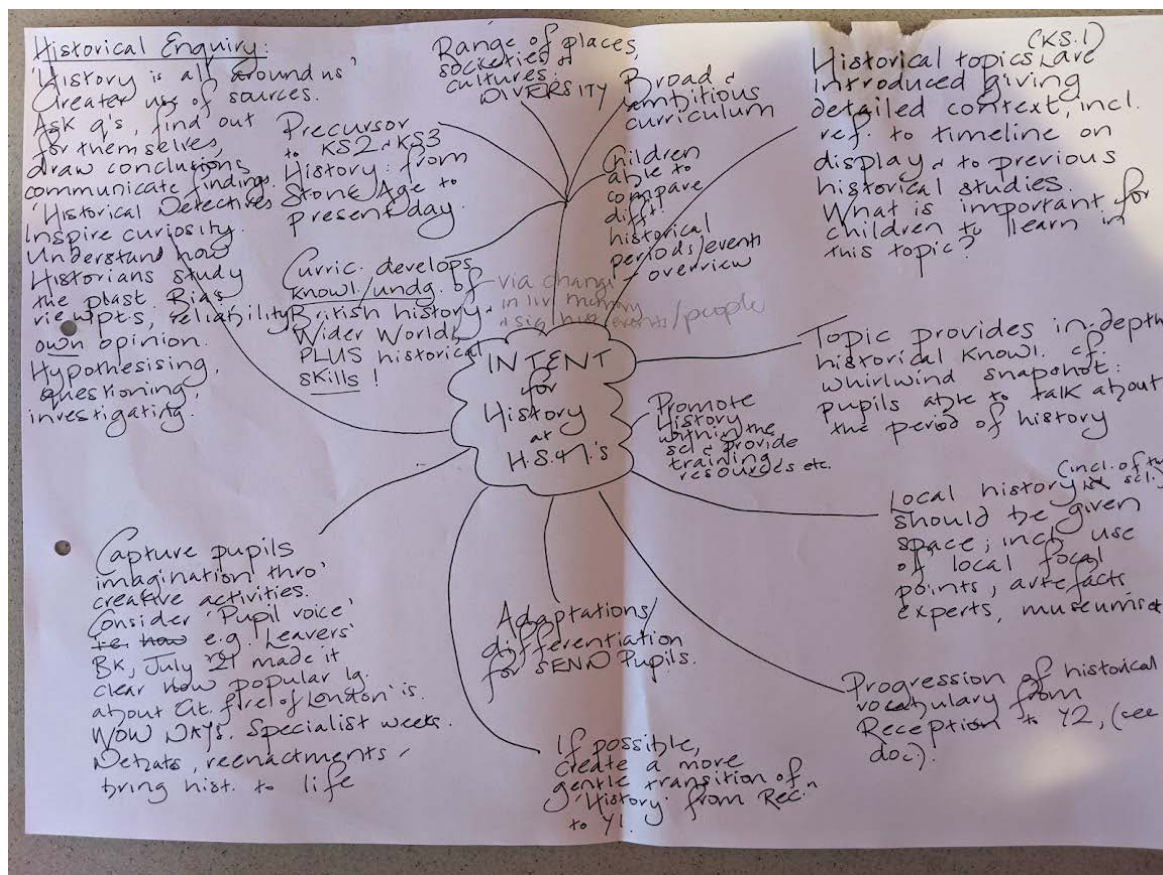
**Intent**

**What are my ambitions for History at HSM?**

‘Fact is often more fascinating than fiction.’

I loved history when I was in school and I still do. Research tells us that teaching history to children has many important benefits. History provides identity. Studying history improves our decision making and judgment. History shows us models of good and responsible citizenship. History also teaches us how to learn from the mistakes of others. History helps us understand change and societal development. History provides us a context from which to understand ourselves and others.

These are my ambitions for History at HSM (please refer to the A3 mind map overleaf and below):





In summary, I have the following intentions:

1. The **History Curriculum** at HSM's should continue to be broad and ambitious, covering a wide range of places, societies and cultures (diversity). As the children's knowledge of History broadens, children should be able to compare different historical periods and events. Historical topics should be introduced by giving a detailed context and referring to a timeline. The historical content should provide in depth historical knowledge, rather than a whirlwind snapshot: pupils should be able to talk about the period of history they have studied. Planning objectives should consider what Historical knowledge and skills are important for the children to learn in the topic. As the National Curriculum states; 'A high quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.' Teachers at HSM are mindful of the fact that the History we teach at HSM is the precursor to KS2 and KS3 History, which looks at the era from the Stone Age to the present day. For infant children, it is important to look at historical changes in living memory and significant historical events or people that they can relate to. I would like to increase the use of local history, including local focal points, artefacts, experts and museums etc. If at all possible, it would be great to create a more gentle transition of 'History' from Reception to Year 1. I would also like the curriculum to continue to capture the children's imagination through creative activities, for example; reenactments, dressing up, debates etc. History should be brought to life.
2. To encourage a greater use of **Historical Skills**, in particular Historical Enquiry. History is all around us and children should be encouraged to be 'Historical Detectives': they should be taught to look at any historical objects, statues, paintings, letters, documents etc that they see and to ask questions about them and to try to find answers. This will inspire curiosity and help children to understand how Historians study the past. The problem of bias and varying viewpoints should be discussed in the context of the Historical source. Children should become confident with asserting their viewpoint and giving evidence to back up their opinions.
3. **Historical Vocabulary** should progress from Reception to Year 2 (see document with progressive historical vocabulary overleaf).
4. The curriculum should be **accessible for SEND pupils and varying abilities**.
5. I would like to **promote History** within the school (including resources) and encourage any necessary staff training.



6. I would like to do some **research** involving 'Pupil Voice', for example, to ascertain what history the children would like to know more about and what history learning they have enjoyed. For example, The 'Leavers' Book, July 2021, made it clear how popular the 'Great Fire of London' topic is in Year 2. I would also like to speak to class teachers to obtain a deeper understanding of their choice of history topic.

## Implementation:

### How will the intentions above be realised?

The History curriculum at HSM encompasses the school's objective to 'excellence, care and fun for all'. History should continue to be learnt in creative ways: through art, music, dance, drama and science. History is everywhere and for everyone, no matter what your interest.

HSM's is brilliant at inspiring and engaging learners in creative, active and fun ways and making any learning accessible for all. One way we do this is through 'Wow' Days and 'Specialist Weeks'. A 'Wow Day' introduces the children to a particular topic to generate curiosity and enthusiasm. For example, in Year 2, on the first day of studying the Victorian era, the children are asked to come in dressed as a Victorian school child and the whole day is spent pretending to be at a Victorian School, complete with Victorian teachers (see photo below)!



A 'Specialist Week' is when the children spend a week immersed in a particular topic, for example, the 'Let's Go' Specialist week in the Summer Term of 2021 – during the travel restrictions of Covid 19 - where children 'flew' to a place(s) and learnt in depth about it. In order to promote History, and in particular Historical Enquiry – as well as local history - I aim to plan a History 'Specialist Week' before the Autumn half term





2021, where each class will study a local person, or place in depth, partly using Enquiry skills.

HSM is passionate about focusing on the child as an individual and in this way, all planning incorporates activities which allow SEND children to access the curriculum. For example, resources may be differentiated or adapted to suit different learning styles and challenges. Each class has a broad programme of interventions to assist any child who needs additional support – obviously this support will have an impact on any aspect of the child's learning.

I have recently joined the Historical Association and am passing on relevant information to teachers: the HA's magazine and website provide a wealth of information. I have also joined the local branch of the HA in order to talk to other schools about their History curriculum choices. I have purchased new history resources, including a timeline for each classroom, to allow teachers to put any learning into context and books such as; 'History through Stories' by Guillain and Noonan, 'Understanding Primary History' by Percival and 'History Toolkit for Primary Schools' by Horrie and Hillman.

I would like to analyse our History Curriculum further to ensure all the intentions above are maximized. This will include speaking to pupils and staff, as previously mentioned. If any changes or adjustments are required, I need to be mindful of teacher's workload and points of view.

## **Impact:**

### **What will the outcomes be? How is the impact measured?**

The impact of the above intentions and implementations will be a 'buzz' around the teaching and learning of History in the school. 'Pupil Voice' research will demonstrate the knowledge children have gained and their knowledge and understanding of History. Pupils should be able to talk in depth about an aspect of history, for example, a local historical site or a historical figure from the wider world.

History is not formally recorded on our Assessment tool - 'Insight'. Instead teachers will make formative assessments as the History topic progresses. Feedback is provided to parents and in reports at the end of the academic year.

History equips learners with the ability to hypothesise, question and investigate as well as to form opinions, based on evidence. This skill should be evident in learning across the school, whatever the objective. The subject can have an impact on wellbeing: learning about the many improvements society has made over the years; thinking about the example of others in terms of persistence and other core values





# Haddenham St Mary's Church of England School

*Committed to excellence, care and fun for all.*

Haddenham St Mary's CE School, Aston Road, Haddenham, Bucks, HP17 8AF T: 01844 291 455  
Headteacher: Mrs. K Collett. Chair of Governors: Mrs. G Bull  
office@haddenham-st-marys.bucks.sch.uk



the school holds.

What is around us today comes from the past. The present is the past. Everything you are, your family is, your environment, your community, your country, your world, are all products of those dead people and lost places. To better understand the past is to better understand the present.

Alice Gilbert Scott

*8<sup>th</sup> September 2021*

*History Coordinator*

