

# Intent, Implementation and Impact of History at Sparsholt C of E Primary School

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## History Development

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

The National curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry.
- gain historical perspective by placing their growing knowledge into different contexts, understanding connections and timescales.

## Intent

History teaching at Sparsholt C of E Primary School is to encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Our historians will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Children will be 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.

Our History curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that 'a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.' To ensure that children develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way.

History is given integrity, builds on learning in EYFS and is taught systematically through key stage 1 & 2. The NC aims are reflected in the curriculum planning.

A long term plan identifies which elements of the programmes of study are taught.

Coverage overviews summarise which topics in EYFS, KS1 and KS2 develop the following concepts, skills and processes:

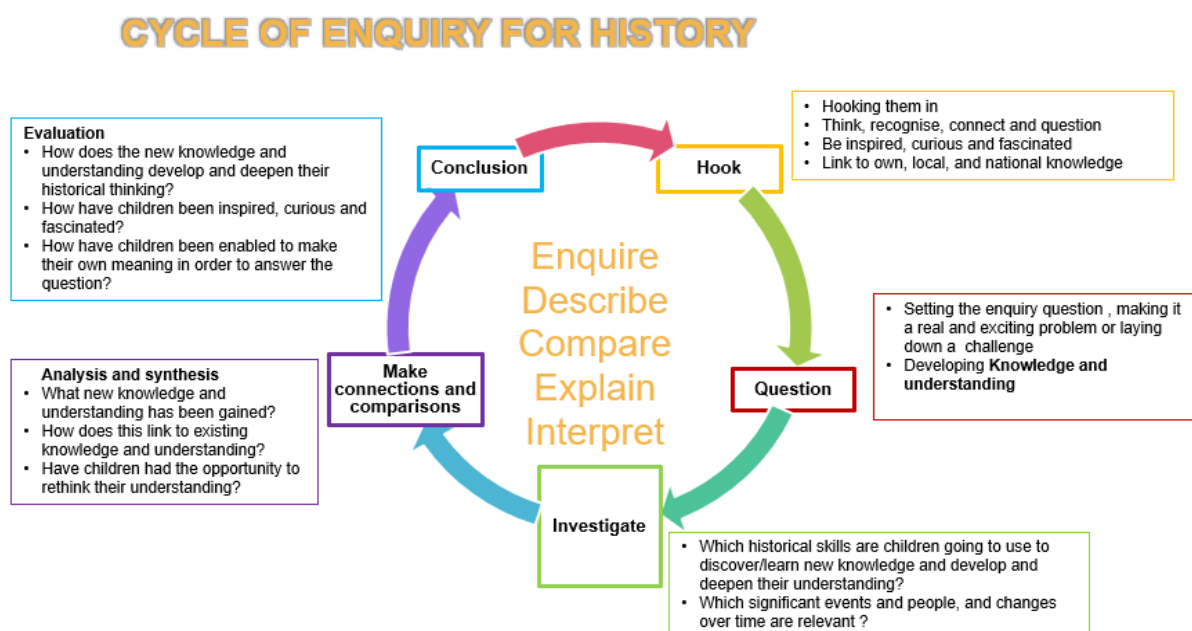
- Chronology including duration, interval and overlap
- Characteristic features of the period or society
- Change and continuity
- Cause and consequence including long and short term
- Significance
- Interpretation of the past
- Historical enquiry including source comparison and analysis

## Implementation

History at Sparsholt is taught on a two-year curriculum cycle; refer to long term plan. Topics are enquiry based driven and are blocked within overarching themes. Each topic starts with a hook to connect prior knowledge, motivate, stimulate, and scope out the enquiry.

History teaching at Sparsholt follows the six-step enquiry approach to planning, as recommended by the Hampshire Hias team. The six step approach ensures children are actively examining, absorbing and processing information in a controlled and effective sequence, which moves them towards the answer to the key question the enquiry is based upon.

All learning will start by revisiting prior knowledge, teachers will support children to recall previous learning, allowing them to make connections and develop an understanding of how what has happened in the past influences the changes we see in the future. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.



Assessment at Sparsholt - The pedagogical content is linked to the assessment model that drives the learning through a topic / enquiry. Essential threads of knowledge are assessed and specific historical enquiry skills are based on a progression devised by Hampshire LA. Some skills are given a stronger emphasis within topics so that the skill can be applied well.

The use of formative assessment through the topic informs responsive teaching and task design. The assessment model is designed to support all pupils to access the history curriculum and also challenge higher attaining pupils. These pupils are recorded so that subsequent teaching can be responsive to their learning needs. For example, some disadvantaged pupils may have a vocabulary deficit; teachers therefore need to ensure that these pupils are familiar with and understand specific historical vocabulary and concepts.

The history leader uses these assessment grids to analyse summative qualitative data. This can inform next topics and refine planning.

Teachers ensure vulnerable pupils can access the learning and are successful. Higher attainers are challenged at a deeper level.

#### Sparsholt C of E Primary School Assessment History - Year 1

Highlight objective when covered. Leave white if not taught. Note initials of children WT and GD. Others met – tick if all.

Strand	Objective	Working Towards	Met	Greater Depth
Chronology	Sort objects in chronological order using vocabulary associated with the past e.g. old and new, now and then (Simple timelines of objects)			
	Sequence some events within historical stories they have learned (e.g. simple sequence of events for Great Fire)			
Characteristics	Identify similarities and differences between ways of life in different periods e.g. change from outdoor games to electronic games (transport, clothing, technology)  Show awareness of significant features not seen today.			
Continuity and change	Match old objects to people or situations from the past			
	Describe how some aspects of life today differ from the past and how some have stayed the same using simple historical vocabulary			
Cause and consequence	Show awareness of how and why things have changed over time.			
	Give simple explanations about how a person from the past has affected change e.g. Florence Nightingale			
Historical significance	Name key dates, places or people from event or period being studied e.g. Pudding Lane and Samuel Pepys			
	Understand the impact and event or person has on life today and how they/it are remembered e.g. Grace Darling			
	Recognise and describe special times or events for family and friends.			
Historical interpretation	Understand there are different ways that we find out about the past e.g. pictures, paintings, diary accounts, photos			
	Identify and talk about different accounts of real historical situations.			
Historical enquiry	Ask questions to learn more about the past e.g. interviewing grandparents about the toys and games they played with			
	Talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts etc.			

Note initials for children WT and GD. Others met – tick if all.

Overall Assessment	Working Towards	Expected	Greater Depth
End of Year			

## Impact

At Sparsholt we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school. Our History Curriculum is high quality, well thought out and is planned to demonstrate progression. Pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Teachers carry out class assessments at the end of each topic, specifically relating to the key concepts, knowledge, skills and vocabulary covered. These assessments are used to inform future planning.

Clear curriculum impact:

Are pupils curious to make personal sense of SMSC linked to the awe and wonder of historical enquiries?

Are the rich resources within the local community and environment being maximised?

Do teaching teams have secure understanding on the knowledge, concepts and skills that need to be taught?

Are the children being challenged to connect and apply their knowledge?

Does each topic enable pupils to enquire through key questions and pupil generated questions?

Do the topics and enquiries promote deeper thinking?

Does the learning make links with prior and current learning within the subject and across the curriculum?

Does learning excite to create memorable moments?

At point of learning is the curriculum sufficiently challenging and appropriate for each child?

Is assessment purposeful, efficient and used to shape future learning?

Is there a secure progression through key stages?

Are expectations and NC standards high enough?

Key Stage 1 and Key Stage 2; evidence of skills being used through enquiry?

Does the history curriculum facilitate rehearsing and honing literacy, numeracy and computing skills?