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| Subject Leader Curriculum Intent, Implementation and Impact Overview | | | | |
| Subject: History | | | Subject Leader: Lauren Wolstenholme | |
| Intent | Research link | Implementation | | Impact |
| **To build a curriculum which develops learning and results in the acquisition of knowledge in History.**  To design a history curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum History Programmes of study. | **OFSTED Curriculum Research indicates that:**  OFSTED research defines a ‘knowledge-rich’ approach as one in which curriculum leaders are clear on the “[invaluable knowledge they want their pupils to know](https://educationinspection.blog.gov.uk/2018/09/18/curriculum-research-our-findings/)”. (September 2018)  **School:** questionnaires (parents and pupils) indicate that children positively engage in Wakefield museum workshops.  **Promoting talk in History research indicates that:** there seems to be a definite link between communication and thinking.  The opportunity to converse together during history can definitely be enjoyable for pupils to talk together  and it helps to teach children how to share ideas. Pupils talking while working in a group may also use  their peers' talk to support their own thinking, in other words they use each other as a learning resource.  — Yosanne Vella | * **Curriculum** - The History National Curriculum and EYFS is planned for and covered in full within the EYFS, KS1 and KS2 school curriculum. Whilst the EYFS and National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary. * **Language** - The promotion of a language rich History curriculum is essential to the successful acquisition of knowledge and understanding in history. The promotion and use of an accurate and rich historical vocabulary throughout school is planned in history. Knowledge organisers are sent home and used during lessons to promote historical vocabulary. * **2 Year Cycle** - Our curriculum is taught on a two year cycle (Year A and Year B) and within phases (Early Years, Year 1/2, Year 3/4 and Year 5/6.) * **History Lessons: -** History is taught as a discrete subject to ensure good progress of history knowledge with cross curricular links planned and used where appropriate to ensure greater breadth of knowledge and apply skills from other lessons to reinforce learning and improve confidence. * **Basic skills** -English, Maths and ICT skills are taught during discrete lessons but are revisited in history so children can apply and embed the skills they have learnt in a purposeful context. * **Enhancement** - We plan that each theme has a visit, visitor and involvement in the community activity to provide first-hand experiences for the children to support and develop their learning. We recognise that to have impact the planned enhancements must be clearly linked to the statutory historical knowledge to be acquired and provide the opportunity for children to better understand the knowledge or apply what they already know. | | Children will know more, remember more and understand more about History.  Children will understand and use the key skills of chronological understanding, Knowledge and understanding of events in the past, Historical interpretation, Historical enquiry and organisation and communication.  All children who are not SEND will reach age related expectations in history by the end of Year 6, so that children can reach and exceed their potential in History.  As historians children will learn lessons from history to influence the decisions they make in their lives in the future. |