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| Intent | Research link | Implementation | Impact |
| **Intention 1: To build an History curriculum which develops learning and results in the acquisition of knowledge and skills which enable children to enquire, research and analyse in History. Children will know, remember more and understand more.**  To design a curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum History Programmes of Study, to fulfil the duties of the NC whereby schools must provide a balanced and broadly based curriculum which promotes the spiritual, moral, cultural mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life. | “Most fundamentally, history teaches us to look past the ephemeral and search out the underlying, long-term dynamics of problems” **Crowcroft 2018**  **OFSTED Curriculum Research** defines a ‘knowledge-rich’ approach as one in which curriculum leaders are clear on the “invaluable knowledge they want their pupils to know”. (September 2018)  **Education Endowment Fund** research indicates that given the complex nature, and limited evidence of impact on attainment of enrichment activities, it is important to think carefully about what you are intending to achieve. It is also important to consider whether such activities should replace curriculum linked activities as this might have a negative impact on attainment. | * **Clear and comprehensive scheme of work in line with the National Curriculum**. – The History National Curriculum is covered through the use of Cornerstones Education. Children learn additional skills, knowledge and understanding and the curriculum is enhanced as and when necessary. * **Knowledge Organisers** **and displays** - Children have access to key knowledge, language and meanings in order to understand and readily apply to their work in History and across the wider curriculum. Use of a whole school timeline will promote pupil’s understanding of chronology and enable them to place their current learning into the correct location in history. The terminology used throughout the teaching of history will be exemplified on displays throughout the school. * **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 accurate and rich historical vocabulary throughout school is encouraged. * **Research** – On occasions children may be asked to research historical aspects of their learning independently. This allows children to take ownership of their learning in history. * **Enhancement / Educational Visits** – We plan regular trips, visitors and involvement within the local community. Where applicable, links to History and statutory historical knowledge will be made to provide the opportunity for children to better understand their knowledge or apply what they already know. | * Children will achieve age related expectations in History at the end of their cohort year. * 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. * As historians, children will learn lessons from history to influence the decisions they make in their lives. |