

Intent	Implementation	Impact
<p>All children are encouraged to:</p> <ul style="list-style-type: none"> <li>gain an understanding of how the past has shaped current society;</li> <li>question the world around them and become independent learners in exploring possible answers for their questions;</li> <li>study a range of historical sources and ask questions, deduce information and solve problems through an investigative approach;</li> <li>investigate how source material might not always be reliable or may be subject to bias, propaganda or censorship.</li> <li>develop and use relevant specialist vocabulary for topics;</li> <li>gain a strong understanding of the world around them whilst acquiring specific skills and knowledge.</li> </ul> <p>As part of our History provision at Westgate, we aim to:</p> <ul style="list-style-type: none"> <li>provide our pupils with a broad range of opportunities, including a range of educational visits, theme days and visits from experts</li> <li>ensure that our pupils develop an understanding of the world and how the society in which we live, has been shaped by developments in the past</li> <li>teach children about the role of individuals, events and movements that have contributed to modern society</li> </ul>	<p>As part of this planning process, teachers need to plan the following:</p> <ul style="list-style-type: none"> <li>examples of the 4 strands (chronological awareness, knowledge and understanding, historical concepts and organise, evaluate and communicate information) – identify and embed the History skills that will be taught within each topic. Consider how they will deliver these, ensuring that the children are aware of the development of these skills;</li> <li>Relevant language and vocabulary – identify and ensure that this is taught and used accurately by both staff and children;</li> <li>A cycle of lessons for each subject, which carefully plans for progression and depth; provided by KAPOW</li> <li>Challenge questions for pupils to apply their learning in a philosophical/open manner;</li> <li>Trips and visits from experts who will enhance the learning experience;</li> <li>Link the curriculum to the school’s INSPIRE vision and British Values;</li> <li>Identify areas of weakness and seek support from the History lead or organise CPD.</li> </ul> <p>As part of this assessment process, teachers will:</p> <ul style="list-style-type: none"> <li>Make observations in class and give verbal and written feedback as a means of development</li> </ul> <p>The History lead will:</p> <ul style="list-style-type: none"> <li>Support staff, as required in planning and assessment.</li> <li>Support staff, with CPD and training</li> </ul>	<p>Impact is measured by ensuring that children not only acquire the age-related knowledge linked to the History curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.</p> <p>All children will have:</p> <ul style="list-style-type: none"> <li>A wider variety of skills linked to chronological awareness, knowledge and understanding, historical concepts and organise, evaluate and communicate information</li> <li>A richer vocabulary which will enable them to articulate their understanding of taught concepts</li> <li>High aspirations, which will see them through to further study, work and a successful adult life.</li> </ul> <p>In addition, we measure the impact of our curriculum through the following methods:</p> <ul style="list-style-type: none"> <li>Monitoring and analysis of pupil progress;</li> <li>Pupil discussions about their learning;</li> <li>Termly moderation meetings, within and across phases support staff in accurate assessment of both skills and knowledge</li> <li>Termly assessment using Insight</li> </ul>

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**History Overview**