



Inspiring a love for lifelong learning

History Intent, Implementation and Impact Overview

At APPS we offer a broad and balanced curriculum in an innovative and exciting way. Our school vision of inspiring a lifelong love for learning is at the heart of our pedagogical approach. Our children leave APPS prepared socially, academically and economically in order to prepare to thrive as well-rounded citizens in our ever-changing world of work and multicultural society. Our curriculum is designed to prepare our children to be successful by being rich in experiences and diverse in thought. Lessons are built upon prior learning and lay foundations for future learning whilst avoiding cognitive overload. Planning incorporates Rosenshine's Principles therefore introducing new information in small steps, guided practice, modelled examples, questioning, checks for understanding and planned opportunities for application of skills and independent practice.

Intent

The history curriculum at APPS covers the statutory expectations of the National Curriculum yet it is designed as a bespoke, progressive learning journey for our pupils in their context, ensuring that it reflects the diversity of our community and our rich local history. Our pedagogical approach guarantees that the APPS history curriculum will develop and evolve with the latest research. Our curriculum is planned and organised to ensure that our children develop an interest in history as they understand and appreciate the relevance it has to their own lives. Their passion for the subject will give children the curiosity and ability to understand the world around them and how they fit and belong in it. They will develop a deep understanding of how our present day has been moulded by the actions and decisions that were made in the past.

Lessons will be structured and planned in an enquiry-based approach. Our enquiry-based learning will encourage the children to become active learners: as history investigators they will ask questions, conduct research, and explore new ideas. This approach to learning helps students to develop critical thinking, problem-solving, and research skills to ensure that previous learning will link to current learning. History will be carefully planned and structured to guarantee that our children are immersed in rich knowledge so that they 'know more, remember more and can do more'. Alongside the teaching of knowledge, children will acquire skills that will enable them to develop a chronological understanding, whilst being able to question, develop perspective, think critically and become independent learners.



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Implementation

Our history curriculum is implemented through high quality teaching, including adaptive teaching, to support and challenge all learners of all abilities. Teachers are always learning, practising and developing their craft through collaborative professional development and by trialling and implementing specific strategies from the WalkThru books, always with the focus being on how best to improve the learning experiences of all pupils. Lessons include retrieval practice and planned opportunities for pupils to make meaningful links to prior learning thus ensuring that new learning is transferred to the long-term memory, freeing-up the working memory to grapple with new knowledge and skills. Lessons reflect Rosenshine's Principles of Instruction to maximise the effectiveness of learning time on pupil outcomes. Assessment for learning takes place during and after lessons; immediate feedback and whole class feedback forms ensure that misconceptions are addressed swiftly and that through adaptive teaching strategies, all children are ably supported and challenged to make strong progress towards the learning intentions.

At the beginning of each new topic, teachers find out what the children already know, what their gaps are and what they would like to find out. This informs future planning and is monitored by the pupils and teachers along the way. Where necessary, pre-teaching and keep-up sessions are provided for groups or individuals so that high expectations are maintained for all learners. The carefully designed whole school history overview is referred to frequently by all teachers so that they can continue to make links to prior learning and lay string foundations for future connections to be made.

In the EYFS, children begin their history learning journey by developing their 'Understanding of the World' around them. The reception year of primary education is where the foundations are laid for future learning, therefore this year is vital to ensuring that children know where they fit in the world which fits well with our value of 'belonging'. This is where our children start to understand the concept of time: past and present. They identify changes within their living memory such as when they were a baby and events that happened to enable them to be themselves today. Children are naturally curious at this age so they are actively enquired to ask questions and explore ideas and concepts.

Progressing into key stage 1, children develop their understanding of time. They study changes within their own living history and events that occurred beyond their living memory. Children begin to make links between historical events and associated significant individuals and how they have impacted upon the lives they live today.



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Progressing into KS2, children build on their knowledge by developing chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They are able to notice and comment on connections, contrasts and trends over time and develop the appropriate use of historical terms and skills.

Impact

At APPS, the impact of our history curriculum is evident in the enjoyment and engagement that children display with their learning. They are curious, independent learners who have a thirst for knowledge and who are equipped with analytical skills, ready to grapple with new ideas and concepts. Teachers ensure that optimum progress is made through effective assessment for learning systems such as questioning, immediate feedback, and whole class feedback forms. Information gathered ensures that misconceptions are addressed swiftly, knowledge and skills are consolidated and that any identified gaps are filled.

High-quality history education is monitored by subject leaders through learning walks, book monitoring and pupil voice. Where required, leaders plan and lead professional learning and development sessions for individuals or groups of colleagues to maintain up-to-date knowledge and skills of all colleagues so that all pupils continue to benefit from high quality history education.