

## **HISTORY Intent and Implementation Statement**

At Eton Park we strive to provide a high-quality history curriculum which inspires pupils to develop their curiosity and fascination about the past and develop an understanding of how key events and significant people of the past have affected our lives today both in Britain and across the World. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors. Overall, we hope to inspire pupils to explore the world around them and to fully engage with the history of their world and beyond.

### **Intent**

Our pupils join Eton Park with limited understanding of historic events and a chronology of events. 53% of our pupils have different ethnic backgrounds and both them and the white British pupils often have a very limited knowledge of history.

At Eton Park we want our pupils to leave us with an understanding of history skills; e.g. be aware of chronology and to have knowledge of a range of historical events, in the UK and beyond. We believe their understanding of the past will help them interpret elements of modern life. This will enable them to reflect upon why this has happened in the past and their impact on people and places.

### **Implementation**

At Eton Park Junior School, we uphold the aims set out in the 2014 National Curriculum for the subject area of History. We have identified the key skills and knowledge from the National Curriculum and sequenced them in a progression map. We have then identified topics that meet their skills and this knowledge and created knowledge organisers which contain the essential elements of our planning. For each topic we have a topic mat and the specific history skills are indicated on these. We have flexibility in our year group delivery and we teach in blocks so that pupils can gain understanding of the discrete subjects of history and geography.

Our pupils have the opportunity to develop skills needed to pursue historical enquiry, to make links between different historical events and to explore how these events affected the world and the people in it.

The pupils will look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural and aesthetic perspectives. Pupils will be able to ask historical questions and use different historical resources such as maps, photographs and pottery to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Opportunities to link to other curriculum areas are encouraged and planned for. Cross Curricular reading, writing and mathematical opportunities are planned for and monitored. The use of ICT in history, including video equipment, iPads and cameras are planned for within each topic, where appropriate.

**Impact**

Assessment takes place in accordance with the schools' Assessment Policy and is recorded by the class teacher. Formative assessment will consist of feedback in books, in the form of green and purple pen marking following the school's Marking Policy. Pupils will be given the opportunity to respond to their feedback to consolidate or move on their learning within the subject of history.

Summative records will be held. The class teacher will keep these up to date termly and use them to inform his/her planning for upcoming topics. Progress and attainment in history will be presented to parents within the end of year written report.