

# Chilton Community Primary School

## History: Intent, implementation and impact



### **Intent**

We feel strongly that our curriculum should, as far as possible, ensure that pupils from disadvantaged backgrounds should not feel a deficit in 'cultural capital' and the way we plan our curriculum should seek to fulfil this ambition at every opportunity.

The history curriculum is taught through blocked weeks, across the year. This allows children to study in depth across a short period and develop a greater mastery of the techniques and knowledge involved. It also allows for easier moderation and evaluation of skills development throughout the school. We seek to share learning between year groups during history weeks, to foster a deeper understanding. The curriculum intentionally revisits skills and learning to ensure that children retain knowledge.

Students at Chilton come from a wide demographic and as a result, some children lack breadth of experience and this would be reflected in their exposure to discussions, vocabulary and history linked explorations. It is our intention that our history curriculum offers all children the opportunity to be exposed to the historic knowledge and be taught about how to question sources of evidence. In order to motivate all pupils, the curriculum also allows for children to learn about important figures in the past. We intend that some pupils will be inspired through the work they complete and the linked experiences, whether through trips or learning in school, to consider further developing a passion for history, or in some cases as a potential career.

The curriculum is planned so it follows the national curriculum guidance and CUSP planning, so as to ensure progression in skills and knowledge throughout the school. We recap on vocabulary and knowledge gained in each lesson to ensure retention and understanding, before moving on to the next lesson. This helps children to consolidate their learning. At the end of the unit we will assess children's understanding and will recap the unit later in the school year. This ensures children revisit concepts and events.

### **Implementation – How do we deliver the subject?**

The school uses CUSP planning as this covers national curriculum objectives and to give teachers a starting point from which to plan. Learning and planning are adjusted to allow for pupils to acquire and relate historical knowledge to the local area. For example, when learning about the history of transport, children may learn about the history of the railways and the impact on Stowmarket. Each lesson will have a topic organiser/book mark with key concepts and vocabulary on it that children can use and reuse throughout the year.

### **Impact – what has the impact been so far? How do we measure the success of our intentions and implementation?**

Any data? How do we know if it has been successful before? Quiz data if available? How will you establish a baseline position and measure any impact from there?

We will be monitoring books and planning, to ensure that children are learning and that the curriculum is being taught. A pupil voice will also take place, which will be triangulated with book scrutinies, discussions with teachers and TAs and lesson observations.