



Manland Primary School-Intent, Impact and Implementation of History



This document outlines how our school community work together, to ensure a rich and engaging History curriculum for all learners across the school.

Intent	Implementation	Impact
To have a clear progression document for history that maps the skills taught across all year groups and shows how we build on skills taught in previous years.	Teachers are clear about which skills to teach in each topic they cover and therefore teach high quality lessons which build on children's prior knowledge, skills and understanding.	Pupils at Manland are able to articulate what they have learnt, new discoveries they have made and how their new learning links to previous learning.
To foster a love of history and a depth of understanding about different periods of history.	Our teaching staff ensure that the learning across each class has full national curriculum coverage and that pupils are challenged to deepen their understanding through the use of artefacts and enrichment opportunities.	Evidence of learning shows the breadth and depth of knowledge and understanding (including historical language) through differentiated work.
To ensure that we teach a skills-based curriculum based on best practice.	Teachers undertake continual professional development to develop their skills and stay on top of new developments in the subject. This information is shared across year groups. Assessment for learning within lessons helps teachers assess children's understanding of key historical skills and challenges them when they are ready for their next steps.	Teachers are confident in their subject knowledge and ability to deliver lessons based on investigation. Children are supported to make good or better progress in history based on their individual starting points.
To create the opportunity for cross-curricular learning and teach subject specific skills.	We include cross-curricular learning in our planning, including extended writing and the relevant application of maths. In writing, we teach the subject specific skill of writing in a historical context.	Evidence of learning shows the application of historical writing, including the use of historical terminology and a direct link to other subjects such as mapping (geography) and statistics (maths).
To enable children to be taught about inspirational historical events and figures and that takes into account their diverse interests and backgrounds.	Staff use elicitation activities at the start of each topic to tailor the learning to the interests and backgrounds of the cohort. Topics across the school incorporate a wide range of key historical times and events.	The learning shows that, within the guidelines of the national curriculum, the children study a range of topics across periods of history and this is built on across the year groups as children progress through the school.
To monitor the progress of all children through regular monitoring of work in books, lesson plans and teaching.	An ongoing monitoring cycle triangulates book looks, planning monitoring and teaching observations, to ensure that all skills are taught to the required breadth and depth.	Results of monitoring are fed back to teachers to ensure consistency and moderation of teacher assessments will be evaluated termly to feed into the subject action plan.