



William Stockton Primary School

History: Intent, Implementation, Impact Statement



Intent

At William Stockton, we aim to engage and inspire pupils through a well-structured history curriculum that fosters a deep understanding of the past, enhances critical thinking skills, and promotes a sense of identity and cultural awareness. Our intentions include:

1. **Knowledge and Understanding:** We strive for every pupil to gain a rich and varied understanding of British history, as well as world history, reflecting the diverse narratives that contribute to our society today.
2. **Skills Development:** We aim to promote historical skills such as enquiry, analysis, and interpretation. Pupils will learn to question sources, draw connections, and formulate reasoned arguments based on evidence.
3. **Cultural Awareness:** Our curriculum is designed to cultivate an appreciation of cultural diversity, enabling pupils to acknowledge the significance of different historical perspectives and how they shape contemporary society.
4. **Personal Growth:** We seek to encourage curiosity, resilience, and motivation in our pupils by connecting historical content to their own lives and experiences, fostering a lifelong love for learning.
5. **Community Engagement:** We wish to embed local history into our curriculum, allowing pupils to connect with their surroundings and understand the significance of their own community's past.

Implementation

Our approach to delivering the history curriculum is characterised by the following key practices:

1. **Curriculum Design:** The history curriculum is carefully planned across all year groups, ensuring a coherent sequence of knowledge and skills that build upon prior learning. It aligns with the National Curriculum.
2. **Engaging Pedagogy:** We employ a range of teaching strategies, including inquiry-based learning, collaborative projects, and hands-on experiences such as visits to historical sites and participation in workshops with historians. This approach caters to diverse learning styles and promotes active engagement. Metacognitive teaching strategies are used to support children in their learning.
3. **Assessment for Learning:** Regular formative assessment is embedded within our history lessons. Through questioning, self-assessment, and peer feedback, pupils are

encouraged to reflect on their learning and set personal goals for improvement. Structured conversations support children to make more progress in their learning. Summative assessments are strategically placed at the end of units to evaluate retention and understanding. Retrieval practice is built in regularly so that the children remember more of their learning.

4. **Resources and Environment:** Our history curriculum is supported by a rich array of resources, including artefacts, digital content, and literature that are accessible and relevant to our community. William Stockton celebrates pupils' achievements in History through the rosette awards.
5. **Professional Development:** Regular training and collaboration among staff ensure that teachers are well-equipped with the latest historical pedagogy and subject knowledge. Opportunities for sharing best practices are encouraged and facilitated.

Impact

The impact of our history curriculum is measured through various qualitative and quantitative means:

1. **Pupil Outcomes:** Pupil assessments and quizzes show that children are retaining historical knowledge and skills, with the majority of pupils achieving or exceeding age-related expectations and all children making ex. Our tracking systems demonstrate progress over time and pinpoint areas for further development.
2. **Engagement and Enthusiasm:** Pupil feedback reflects a high level of engagement in history lessons. Surveys reveal that pupils enjoy learning about the past and express a desire to explore historical events and figures further.
3. **Cultural Competence:** Pupils demonstrate awareness and appreciation of diverse cultures and histories. Through discussions, they explain their understanding of the importance of various historical perspectives.

Through our robust intent and implementation strategies, we are committed to ensuring that all pupils at William Stockton leave with a profound understanding of history and the skills to appreciate and engage with the world around them.