

Harlow Inspirational Learning Trust
Intent-Implementation-Impact Statement

Please tick

☐ Henry Moore

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Subject: History – Jed Smith/ June 2022

Intent

- To educate children on key historical events and their legacy
- To teach children about chronology and impact over time
- To teach children historic skills in a constructivist way
- To develop independent historians who use their imagination, ask questions and make predictions
- To teach children about a group of diverse, significant figures in history
- For children to remember the key information they have learnt in history topics
- To teach and inspire children about different careers in history

Implementation

Learning

- Children learn about 1 history topic per year group, in the Autumn term
- EYFS history is centred around the child's living memory and their family
- KS1 history is centred around where the children come from; their local town (Harlow) and city (London)
- KS2 history is taught in chronological order
- An enquiry curriculum is used so that each lesson answers one question, which links to an overriding question
- Knowledge organisers are used to support teacher's planning and children's learning
- Each year group has a small amount of knowledge to learn/ remember and skills to learn/ use
- Children learn through varied lesson types
- Subject leader supports teachers at the planning and teaching stage

Retention

- The children revise the information they have learnt through low-stakes quizzes and games
- Trips, visitors, and experiences are used to inspire learning and improve retention
- Cross-curricular activities are used to support understanding and retention in History

Retrieval

- After a term of no history, children are supported in retrieving the information they learnt previously
- Retrieval techniques include conversations with friends, quizzes, revision of knowledge organisers, looking back through humanities book, the use of information texts and ICT
- Children are encouraged to teach others about what they have learnt through posters, leaflets and presentations
- Children are assessed at the end of the year, to best measure children's retention of the topic they previously studied

Subject leader role

- Subject leader monitors subject through conversations with teachers/ children, lesson observations and book scrutinise
- Subject leader attends relevant, up to date training to improve subject knowledge and leadership
- Subject leader supports teachers through termly support days and INSET
- Subject leader budgets effectively to ensure children have access to high-quality resources

Impact

- Children enjoy history and remember what they have been taught
- Children are inquisitive learners, asking questions and wanting to find out more
- Children participate in class discussion and debate in a knowledgeable, confident way
- Children know about key historical events and their legacy
- Children know about key people in history
- Children understand chronology
- Children use their historical enquiry skills
- All children make personalised progress in history
- Most children meet expectations for their age group