



Markland Hill Primary School – HISTORY Intent, Implementation and Impact Statement

HISTORY	INTENT	IMPLEMENTATION	IMPACT
	At Markland Hill Primary School, we are focused on providing our pupils with a high-quality history education which will help them gain a coherent knowledge of our local past, British past and the past of the wider world. Our teaching will equip pupils to: - be curious about the past and ask questions - have an enthusiasm for history - draw upon their knowledge of history to interpret sources - question the reliability of a range of sources - have a clear chronological understanding - make comparisons across time periods drawing upon prior knowledge - understand the consequences of events in the past generally and local to Bolton - have a rich knowledge of events that have happened in the past have a wide vocabulary when talking about the past	In order to implement our intentions, we: - Provide the children with a multitude of timelines which are used regularly. These are progressive through school with careful consideration into children's understanding of number. Chronology lessons are explicitly taught. - Ensure there is opportunity for retrieval practise through knowledge organisers, timelines and mini quizzes - Expose the children to a wide range of sources (inc letters, newspapers, artefacts, visitors to school etc.) at the end of units to support the children in making interpretations whilst also encouraging them to question reliability. - Ensure there are a multitude of exciting cultural capital opportunities to engage and spark interest and to make knowledge memorable. - Provide regular CPD for staff delivered by subject leader or subject specialists (Stuart Tiffany, Bolton School) Our curriculum focuses on the following themes: • Continuity and change • Significant people and events • Cause and consequence • Similarity and difference • Evidence • Interpretations	To measure meaningful impact we aim to moderate termly to ensure progression. This moderation process will include looking for progress in skills, knowledge and understanding through enquiry based questions at the start of every topic. This is done through: - scrutinising work - learning walks - lesson drop ins - pupil voice conducted alongside the history subject ambassadors In this approach of constantly reviewing and revisiting the impact of history we are able to help staff teach an improved history curriculum as well as improve progress. Our children are highly engaged in History and are inquisitive about the past. They are confident in exploring sources and making interpretations backed on their knowledge. Children at Markland Hill understand that not all sources are reliable. They can talk about the past using historical vocabulary confidently. Our outcomes are strong with at least 80% of chn reaching ARE or above in all year groups.