

Intent, Implementation and Impact in History

At Dover Park Primary School, history education should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for history by: providing a broad, balanced and differentiated curriculum; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to develop a love for history. Furthermore, we aim to inspire in pupils a curiosity and fascination about history that will remain with them for the rest of their lives. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world (The 2014 Primary National Curriculum in England).

History teaching at Dover Park Primary School has a wide application to everyday life, teaching the children to enjoy learning about the past and to have a better understanding of the society in which they live.

Intent	Implementation	Impact
<ul style="list-style-type: none"> • To inspire pupils’ curiosity to discover more about the past and to develop an understanding that enables them to enjoy all that history has to offer • To enable children to know about significant events in British history and to appreciate how things have changed over time • To develop a sense of chronology • To know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child’s citizenship education • To understand how Britain is part of a wider European culture and to study some aspects of European history • To have some knowledge and understanding of historical development in the wider world • To help children understand society and their place within it, so that they develop a sense of their cultural heritage • To develop in children the skills of enquiry, investigation, analysis, evaluation, debate, interpretation, problem solving and presentation 	<p>History is taught in blocks across year groups in the school. When planning the delivery of the history curriculum, teachers will:</p> <ul style="list-style-type: none"> • Provide a rich history curriculum to promote children’s engagement with the subject • Provide opportunities for pupils to identify changes across historical time periods • Ensure that chronological understanding is secure (by frequently referring to timelines and time periods before/after the era being studied) • Provide opportunities to study the development of the legal system across time • Allow children opportunities to see how British history relates to historical periods in the wider world • Ensure that pupils are presented with tasks which promote skills of enquiry, investigation, analysis, evaluation, debate, interpretation, problem solving and presentation throughout their time at Dover Park. • Provide opportunities to learn outside of the classroom and participate in educational visits. These have included (but are not limited to): <p style="text-align: center;">*Visiting the local fire station (Great Fire of London link)</p>	<p>Children will:</p> <ul style="list-style-type: none"> • Develop a curious interest in the history of the world • Know that over time, some things change and some stay the same • Develop an understanding of chronology across, and within, time periods • Understand how systems of justice have developed over time • Know that British history has been impacted by the wider world • Develop an understanding of the society of which they are a part • Increase their use of subject-specific vocabulary in their writing • Secure the application of their knowledge in written work • Be able to verbally express their understanding with confidence • Respond to subject-specific targets • Improve their levels of attainment in the subject • Identify links across time periods, recognising similarities and differences • Become confident historians



- *The bus museum
- *Brading Roman Villa
- *Carisbrooke Castle
- *Needles Battery
- *London (Year 6 residential, visiting sites of historical interest (Natural History Museum, the Globe etc.))