

ASAT History Intent, Implementation and Impact

Through each topic, children's knowledge and skill base grows bigger and broader. Children show curiosity about different periods in history through enquiring minds, asking questions about why events occurred and about the processes that have given rise to it. **Impact**

Children are prepared for future learning as historians at secondary school by the time they leave primary school.

Children develop accurate and precise use of historical vocabulary and terms.

Children have a critical appreciation of historical events and perceptions of these events that might vary from person to person.

Children have an understanding of events in History and are caring, compassionate to how people felt and acted in the past. They feel empowered as decisionmakers and problemsolvers.

Progressive and chronological history curriculum: curriculum planners that collectively build skills and understanding across the school, explicit connections to prior historical learning through use of 'Previously On

Classroom displays of vocabulary and questioning words to assist with children's analysis of historical artefacts.

Use of carefully chosen images, artefact boxes and resources to develop children's mastery in understanding of what different periods of history might have been like.

Immersion activities and provocations to peak children's historical curiosity. Implementation

Range of formative and summative assessment strategies to assess how embedded and tightly connected children's historical understanding is. Opportunities to develop mastery of concepts through questioning

Intent

- To ensure teachers can demonstrate a deep understanding of the breadth of subjects they teach across the curriculum and plan effectively for these.
- To continue to shift the emphasis from broad coverage of historical eras to teaching and learning of specific history skills suitable for each year group – including Key Stage One.
- To ensure that children have a good awareness of the chronology of different periods of history studied and how these link / overlap.
- To improve pupils understanding and use of historical terms and vocabulary.

Bespoke, curated collections of non-fiction texts linked to each topic and whole-class sets of narrative non-fiction to support disciplinary reading in history

Opportunities to learn challenging conceptual vocabulary embedded throughout teaching sequences.

Children add to timeline of events in their Exercise books as they move through school, focusing on the scale and chronology. Children are literate in the field of History and are able to communicate confidently as historians through reading, writing and speaking.

Children understand increasingly abstract concepts and are able to apply understanding of skills when studying different aspects of the past. They understand the interconnectedness of periods of History.

Whole-school writing projects designed to empower children to act as historians.

Opportunities to develop and apply their conceptual understanding by writing *as* historians embedded within the 'writing spine' for each year group, drawing on opportunities for disciplinary reading.

Participation in DIALLS project across the school – the teaching of dialogue and augmentation and cultural learning through short, wordless films to help understand people's actions.

Children have the experience of visiting historical landmarks and venues.

Children understand how Historical thinking informs everyday decision making.