

## Intent, Implementation and Impact of History at Hatch Ride

At Hatch Ride, we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in physical education. We believe that an innovative, varied PE curriculum and extra-curricular opportunities have a positive influence on the concentration, attitude and academic achievement of all our children. We are dedicated to ensuring healthy minds, as well as bodies and in line with our school values, aim to ensure that our delivery of physical education allows all children to have the skills, mindset and capabilities to be successful in their sporting challenges and active lifestyles at secondary school and beyond.

### INTENT

At Hatch Ride school, we aim to foster a passion for history by teaching children to think critically about the past and understand how it has shaped the world they live in. Our curriculum is designed to develop pupils' chronological understanding, historical enquiry skills, and appreciation for diversity and change over time. We aim to ensure that children leave primary school with a secure knowledge of significant events, people, and periods in British and world history.

### IMPLEMENTATION

History is taught through a topic-based approach that ensures coverage of key historical knowledge and skills across all key stages in accordance with the National Curriculum. Lessons are designed to be engaging and interactive, often using artefacts, role-play, educational trips and visitors and cross-curricular links (e.g., literacy and art) to bring history to life.

#### **Curriculum Coverage:**

Pupils study a range of historical periods and themes, including:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England
- Black and British history
- A local history study – King Charles' coronation, the history of Crowthorne
- A non-European society- Early Islamic civilisation
- Ancient Greece
- Ancient Egypt
- World War 2 and the Battle of Britain
- The Great fire of London
- Lives of significant people – Mary Seacole, Florence Nightingale, Grace Darling, Nelson Mandela
- Crime and punishment from the Anglo-Saxons to the present time
- The Tudor period

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- British history - The significance of the first railways

### **Additional learning opportunities:**

- Milestones museum – toy workshop
- Trip to Windsor Castle
- Ufton Court – Roman Day
- Ufton Court – residential with Tudor theme
- Swindon railway museum
- Bluebell railway – WW2 evacuee experience
- Egyptian day, Stone Age day
- The Great Fire of London experience

### **Assessment**

- Ongoing formative assessment takes place through questioning, discussion, and observation.
- Knowledge organisers are revisited throughout and at the end of each unit to assess retention and understanding of key knowledge and vocabulary.
- End-of-unit quizzes and pupil self-assessments measure recall and conceptual understanding.

### **Monitoring and Reviewing**

### **Differentiation, Support and Challenge**

- Teachers adapt tasks and outcomes to suit different learning needs, ensuring all pupils can access the content and demonstrate progress.
- Support may include guided group work, visual aids, word banks, sentence starters, pre-teaching of vocabulary.
- Challenge is provided through higher-order questioning, opportunities for independent enquiry, comparison of historical interpretations, and extended writing tasks.
- More able pupils are encouraged to use evidence to form and justify their own interpretations of historical events.

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### IMPACT

By the end of each key stage, pupils will:

- Be increasingly aware of how historical events and people have shaped the world that they live in today.
- Become increasingly analytical with their thinking, making informed and balanced judgements based on their knowledge of the past.
- Have an increased appreciation for the diversity of the world that we live in.
- Have a secure understanding of the key components of the History curriculum.
- Retain prior learning and make connections between prior learning and current learning.
- Be enthused by their History topics, through our cross-curricular approach and enrichment activities which immerses them in the period; creating intrigue and enjoyment.
- Develop curiosity and enthusiasm for learning about the past, preparing them for further historical study at secondary level.

#### **What will this look like at Hatch Ride?**

- Pupil discussions and written work showing secure use of historical vocabulary and concepts.
- Children's work demonstrates that history is taught at an age-appropriate standard across each year group
- Work is of good quality and demonstrates pupils that children are acquiring substantive knowledge and vocabulary in an appropriate sequence.
- Classroom and corridor displays showcase pupil's learning, vocabulary development and reinforce historical chronology