



INDEPENDENT JEWISH DAY SCHOOL

an ACADEMY

Head Teacher
Mrs Jodi Schajer NPQH PGCE BA Hons

History

Intent, implementation and impact statement

Intent

At IJDS we endeavor to teach History and historical enquiry within a broad and balanced curriculum. Pupils will leave IJDS with a secure understanding of chronology, both in Britain and the wider world. Through carefully planned, progressive lessons, children will be taught about various historical events, where they take place within a historical timeline and famous historical figures as well as how history has influenced their lives today.

Our intention is that children learn both about history and from history, adopting a curiosity and awareness of how history has been interpreted by different people over time.

Implementation

Based upon The National Curriculum and the individual needs of our pupils, we have created a History progression map, which sets out the key historical skills taught in each year group. Throughout their time at IJDS children will have the opportunity to learn about history through the ages.

Throughout the school timelines are displayed, so that the children are aware of where the period of history they are learning about fits in with the learning across the school.

We use genuine artefacts, high quality texts and educational experiences to enhance the children's learning.

We will, where possible, link History to other subject areas. We will monitor progress regularly through learning walks, lesson visits, book scrutiny and pupil voice.

Impact

The impact of our History curriculum is measured in a variety of ways: questioning during lesson time, marking children's written work, listening to child-led discussions, interviewing pupils across the school about their learning, book trawls and using images/videos of children's practical learning. By the end of each year, every class's Historical learning will be displayed on the school timeline.

At the end of each topic, children are encouraged to showcase their internalised knowledge and understanding using double page spreads. Art based responses are also used to demonstrate understanding and appreciation of artefacts and locations studied. All topics will have literacy focuses using genuine reading opportunities to access their learning and create writing to bring together their learning.

By the end of the History curriculum at IJDS, our children will:

- Be excited and curious about History
- Have a wider vocabulary of historical terms.
- Have a chronological understanding of History throughout periods that have been studied.
- Know that they can use their voice to express themselves and their opinions.
- Develop their Historical enquiry using a variety of genuine artefacts and sources.

Key vocabulary is displayed in each classroom (on the humanities working wall) and is regularly referred to throughout the learning journey by both teachers and students. A whole-school timeline is displayed in the main corridor for classes to add examples of their work throughout the year.