



Intent	Implementation	Impact
<p>At James Elliman Academy, our educational intent in the subject of history is comprehensive and inclusive. We are dedicated to cultivating a deep appreciation for history while embracing inclusivity, enriching the learning experience, expanding knowledge, and nurturing an extensive historical vocabulary in all our students.</p> <p><b>Knowledge</b> Our carefully designed curriculum follows, guidelines outlined in the National Curriculum, covering essential historical knowledge and skills, and designed for our students explore not only the local area but both British and world history. This approach fosters an understanding of different cultures and perspectives, offering a well-rounded education that extends beyond traditional academics. These opportunities contribute significantly to the personal development of our students.</p> <p><b>Inclusivity</b> Our primary aim is to ignite a love and curiosity for history within every child. We believe that history is a powerful tool for fostering a sense of belonging, identity and social cohesion. Our commitment to inclusivity extends to empowering our students to respect diversity, embrace their own identities, and connect with others. To achieve this, our history curriculum is thoughtfully designed to foster inclusivity, respect for others.</p> <p><b>Enrichment</b> We acknowledge that enrichment is a critical aspect of a well-rounded education. To that end, our curriculum offers numerous opportunities for enrichment through historical visits, engaging guest speakers, and events held within our school. These experiences are carefully designed to enhance our students' learning journey, stimulate inquisitiveness and fascination with the past.</p> <p><b>Vocabulary</b> As we progress through our history curriculum, it is our goal to equip students with a broad base of historical knowledge and a <b>rich vocabulary</b> to ensure that all our students not only <b>learn more but also remember more</b>. We strive to instill a secure knowledge of historical figures, events, and contexts from a wide range of historical periods. Through these experiences, students gain the ability to ask and answer thought-provoking historical questions, draw well-reasoned conclusions, and effectively communicate their findings. Furthermore, they develop the skills to utilize a variety of resources to gather information and follow lines of enquiry.</p> <p>We believe in nurturing a lifelong love for learning, ensuring our students are well prepared for secondary school and beyond. In doing so, we inspire them to achieve their full potential, enabling them to thrive in an increasingly interconnected and diverse world.</p>	<p>Children are taught in accordance with the 2014 National Curriculum guidelines to guarantee that every aspect, knowledge and skill is developed and organised in a way that optimises learning for all students.</p> <p>In order for children to know more and remember more there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are integrated into the lessons.</p> <p>This approach not only incorporates revision as a standard practice but also contributes significantly to enhancing the depth of students' historical understanding, enabling them to acquire and retain knowledge effectively.</p> <p>Each unit has an enquiry question, which the children work towards answering using their newly gained skills and understanding. We utilise Teachers include a range of learning styles that challenge and inspire all learners to allow pupils to build their knowledge and skills in an engaging manner.</p> <p>Children explore a timeline of the new topic to put their previous learning into context and the use of Knowledge Organisers. These resources enable students to revisit information, encouraging independent learning.</p> <p>Children are introduced to several different time periods incidentally through their topics and learn to recognise and compare their similarities, differences and understand the causes and effects of events.</p> <p>In KS2, children are encouraged to identify the chronological order of historical events from ancient to modern, including British, local and world history, including famous historical figures.</p> <p>Effective CPD and standardisation opportunities are available to staff to ensure high levels of confidence and knowledge are maintained. These are done through regular discussions with the history lead, whole school moderation and staff meetings.</p> <p>Effective use of artifacts, educational visits and visitors are planned to enrich and provide first-hand learning experiences for pupils.</p> <p>Cross-curricular links are planned for and allow children to deepen their understand across the curriculum, including the use of geography, mathematics and science.</p>	<p>Our History curriculum ensures that children leave JEA:</p> <p>Engaged, curious and resilient in History lessons and relish the challenge and opportunities for fun that the subject offers.</p> <p>Critical and analytical in their thinking, making informed and balanced judgements based on their knowledge of the past.</p> <p>Aware of how historical events have shaped the world today, including History at the local and personal level.</p> <p>Develop enquiry skills to pursue and investigate their own interests within a topic.</p> <p>Visit historically relevant sites and museums and learn from visitors to enhance their learning in History and create positive memories.</p> <p>Retain learning and explicitly make connections between what they have previously learned and what they are currently learning.</p> <p>Able to articulate what they have learned in History and can describe significant periods, events and people from the past.</p> <p>Remember more, know more and can do more.</p> <p>Will have richer vocabulary that will enable to articulate their understanding of taught concepts.</p> <p>Have high aspirations, which will see them through to further study, work and a successful adult life.</p> <p>Training, planning and teaching our History curriculum ensures:</p> <p>Teachers with secure subject knowledge, an appreciation of the structure of History as a subject and an appreciation of the relationship between the two. Teachers able to assess pupils' learning against our Progression Map objectives.</p>