



<p style="text-align: center;">Intent</p> <p>History at Dishforth C of E will ...</p> <ul style="list-style-type: none"> • Provide a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world, thus building on the pupils' cultural capital • History teaching should inspire pupils' curiosity to know more about the past • Provide opportunities for pupils to develop history skills, key knowledge and core concepts to be able to understand and question sources and events of the past • Give opportunities for pupils to develop historic vocabulary and share good quality texts to enhance history topics • We want history to be creative, fun and relevant and meaningful to the children's own lives and experiences • Children given opportunity develop a range of history skills: understand chronology, ask historical questions, explain events of the past, compare sources, gather evidence and question events. 	<p style="text-align: center;">Implementation</p> <ul style="list-style-type: none"> • High quality teaching that is appropriately pitched to individuals • Historical sources and resources to enthuse pupils in history lessons (ipads, laptops, kindles, artefacts, library, timelines, working walls, knowledge organisers). • Follow a clearly sequenced and progressive program of study based on the National Curriculum objectives and skills • Building cultural capital of all individuals through visits, visitors and curriculum theme days to enhance history topics • Succinct assessment based on key milestones <p>At Dishforth C of E we follow:</p> <ul style="list-style-type: none"> • I do ... • We do... • You do... 	<p style="text-align: center;">Impact</p> <ul style="list-style-type: none"> • Children talk confidently about their learning in history using appropriate vocabulary and reference to significant events • Children enjoy history lessons and are confident to talk about their learning • Pupils use a wide range of vocabulary to describe chronology and periods of time • Children have an understanding of events in history and understand historical concepts such as continuity and change and cause and consequence • Children know and understand how the history of Britain has shaped modern day Britain and how Britain has influenced and been influenced by the wider world • Outcomes at the end of each Key Stage is in line or above National and progress in history is evident • Our expectations are high and through our quality-first teaching, supportive monitoring cycles and conversations with pupils and teachers, students at Dishforth C of E succeed
<p style="text-align: center;">How children with additional needs are supported</p> <ul style="list-style-type: none"> • Through visual aids/ word mats • Tasks broken down into manageable chunks • Pre-teaching of key concepts and vocabulary • Paired/ group work • Or as detailed in their IPM 	<p style="text-align: center;">How more able children are challenged</p> <p>Provide opportunities to...</p> <ul style="list-style-type: none"> • Show secure knowledge and demonstration of skills • Make links between the knowledge and skills they acquire • Provide continuous challenge to dig deeper • Through thought provoking questions, which will allow the learners to delve into more detail and understanding and children asking questions 	
<p style="text-align: center;">The focus in my subject this year is</p> <p>Building a coherent history curriculum - increasingly important, including developing a chronological narrative and providing links and threads through substantive and disciplinary concepts and key stages.</p> <p>Impact- Children are able to speak more confidently and securely about dates and chronology and various events happening inline with others – this is branched out into the curriculum (Shackleton and World War I). (Railways and Transport and Trade and Economics) (Ancient Mayans, Egyptians and Greeks)</p>	<p style="text-align: center;">Monitoring plans for my subject this year are:</p> <ul style="list-style-type: none"> • Review implementation of new planning format (Autumn 2024) • Continue to gather data and use assessment within class to monitor progress, identify gaps in knowledge during KIT days • CPD opportunities for staff to be shared whilst on mat. • Subject on a page and progression of skills to be used to devise planning 	

<p style="text-align: center;">Previous improvements and impact</p> <p>Developing historical enquiry/ investigation using sources and images during the “we do...” phase of each lesson.</p> <ul style="list-style-type: none"> • Children are able to ask questions, select and evaluate evidence and to make judgments about the past • Understanding that history is multi-perspective 	<p style="text-align: center;">Current improvements</p> <ul style="list-style-type: none"> ➤ Taking opportunities to go beyond the NC to enrich the curriculum <ul style="list-style-type: none"> • James Herriot Museum • London Bridge visitors • Ripon Museums Victorians, Crime and Punishment and Court House • Oliver Twist – Leeds Playhouse Theatre • Yorkshire Museum Class 3 • Hopetown booked Class 2 -05.06.25 • Ripon Loan Box Class 3- 02.06.25 • Virtual workshop Blitz Class 3- 19.05.25 • The National Science Museum Bradford Moon Landing 04 June 2025 ➤ Monitoring impact on new implementation Autumn 2024 	<p style="text-align: center;">Ideas for future Improvements</p> <p>Ensuring diversity within each topic:</p> <ul style="list-style-type: none"> • Social status • Gender • Ethnicity <p>Resourcing – being in touch with local schools Thirsk and Sowerby about sharing resources.</p> <p>Staff CPD opportunities - ongoing</p>
<p style="text-align: center;">Pupil Voice</p> <ul style="list-style-type: none"> • “Our history lessons are exciting and interesting” – 83% KS2 children • 88% in the school children mentioned going on trips as something they have enjoyed about history recently (Herriot Museum, Victorian school, workhouse museum, courthouse, police station and Oliver Twist) • 85% of whole school said that they look forward to their next history lesson • “I think the best thing about history is the games because you can feel like you are there, thousands of years ago” Y5 pupil • “I like history because it is really fun and we learn about and use really fascinating objects or things” - Y6 pupil • “I like history because of all the trips we go on” – Y6 pupil 	<p style="text-align: center;">Data/Outcomes</p> <ul style="list-style-type: none"> • EYFS Past and Present – 13% WT, 87% EXP • Y1 – 100% EXP • Y2- 11% WT, 89% EXP • Y3- 100% EXP • Y4- 14% WT, 72% EXP 14% EXC • Y5- 12% WT 88% EXP • Y6- 92% EXP 8% EXC 	