



Intent, Implementation and Impact Document 2021-2022

Subject: History

Curriculum Intent

All history units offer a coherently planned sequence of lessons to ensure that progressively the skills and concepts required in the national curriculum are covered. The history curriculum aims to develop historical skills and concepts that are transferable to whatever period of history is being studied and will equip children for future learning. Key historical skills and concepts that are revisited in different units are: Interpreting the past, Historical Investigations, Chronological Understanding, Knowledge and Understanding of Events, People and Changes in the Past and Communicating historically.

EYFS:

In Foundation Stage the children begin to develop an understanding of the world around them. There is a question that leads their learning. They learn to distinguish between things through topics that are meaningful to them and through topics which fall under the banner, Past and Present and People, Cultures and Communities.

Key Stage 1:

The coverage of recent history in KS1 enables the children to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories. The curriculum is taught chronologically in reverse to allow the opportunity for children to really grasp the difficult concept of the passing of time.

Lower Key Stage 2:

In Lower Key Stage 2, the children develop their understanding of chronological order from studying the ancient history of the Stone Age and then following periods of history towards more modern times (Greeks, Romans, Anglo Saxons and Vikings) They also look at a local study of Milton Keynes to develop their sense of Chronology.

Upper Key Stage 2:

In Upper Key Stage 2, children repeat and embed this concept of chronology with a wider selection of ancient history such as Crime and Punishment, Industrial Revolution, Ancient Egyptians, Rise of the Islamic civilizations and looking at WW2.

Curriculum Implementation

EYFS:

In Foundation stage the children develop their understanding of the world in relation to people and their communities integrated within their current topic. Celebrations and key historical events are celebrated and similarities and differences to their own lives examined.

Key Stage 1 and Key Stage 2:

In order for children to know more and remember more prior learning is always considered and opportunities for revision of facts and historical understanding are built into the lesson sequence.

Question led curriculum – Each lesson has an open ended question to challenge thinking and encourage discussion and engagement with the subject. Children are encouraged to challenge and inquire and not just accept what it said, to learn how actions, have consequences.

Learning journeys are displayed in classrooms to show the learning, questioning and work that has and will be taking place.

Opportunities to enhance learning take place in the form of visitors or trips to provide first hand experiences (museums, local area)

During assembly key historical events are celebrated/commemorated to enhance knowledge and appreciation of the world we live in and how events have shaped it when appropriate.

Opportunities to explore and challenge diversity and prejudice within history units are exploited and planned for within units of work.

Curriculum Impact

EYFS:

Outcomes of children at the end of Foundation stage - meeting early learning goals.

Key Stage 1 and Key Stage 2:

The impact of the history curriculum will be measured by:

- Learning walks will take place termly to see learning in action and how the curriculum is being implemented, teaching strategies being used, pupil engagement and interest, skills being taught/used.
- Termly book scrutiny – progression from year to year and with the unit, differentiation of tasks, marking and how it moves children on, questions to challenge opinions/address misconceptions.
- Pupil voice – what are they learning, how do they know how they are getting on, do they like how the subject it taught etc.
- Teacher's use target tracker termly to judge attainment against objectives and to plot progress made. Data used to monitor progress and identify children not meeting Age related expectations.

EYFS:

Observations:

Autumn Term:

Spring Term

Summer Term

Drop In / Learning Walk:

Autumn Term:

Spring Term

Summer Term

Policy Review

Staff / Pupil Voice

KS1 and KS2:

Observations:

Autumn Term:

Spring Term

Summer Term

Drop In / Learning Walk:

Autumn Term:

Spring Term

Summer Term

Policy Review

Staff / Pupil Voice