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History Intent, Implementation and Impact Statement

Intent

We want our pupils to:

- be inspired to develop their curiosity and understanding about the history of Britain's past and the wider world
- have a knowledge of changes that have taken place over time
- develop an understanding of the chronology
- be able to ask perceptive questions
- use and interpret a range sources of information including historical documents and discuss their findings
- communicate historical information in a variety of ways including writing at length.

Implementation

Programmes of Study of EYFS Curriculum and National Curriculum

EYFS Understanding of the world

- Notice detailed features of objects in their environment.
- Develop an understanding of growth, decay and changes over time.
- Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.
- Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.

Key Stage 1

- Develop an awareness of the past and where the people and events that they are learning about fit into a chronological timeline.
- Understand basic subject-specific vocabulary relating to history.
- Begin to identify similarities and differences between ways of life in different periods.
- Understand some of the ways that we can find out about the past.

Key Stage 2

- Extend their chronological knowledge and understanding of British, local and world history.
- Use and respond to historical questions, recognise connections, contrasts, similarity and difference, and significance.
- Use relevant historical information and understand how our knowledge of the past is based on a range of sources.

Impact

- Within history, we strive to instil an appreciation and enjoyment of the world enriching the children's learning experience.

- As historians, our children can use their skills to pose questions, evaluate evidence and draw conclusions.
- A richer vocabulary which will enable to articulate their understanding of taught concepts.
- Children will have high aspirations, which will see them through to further study, work and a successful adult life.
- Children will gain from meaningful, memorable opportunities that last a life time.

Assessment/Monitoring and Evaluation

Assessment is used to inform future planning and to provide information about pupils throughout their time in school. Assessment is used by teachers to assess the on-going process and not just the finished products or outcomes.

In assessing pupil's progress in history teachers assess a pupil's ability:

- In their knowledge about the history of the world, the United Kingdom and their locality
- Their understanding of basic subject-specific vocabulary relating to history
- Use of historical skills to respond to and ask questions about the past, including first-hand observation and use of resources
- Their understanding of the chronology of different topics/periods that they have studied.