

Learning together with Respect, Friendship and Perseverance

History - Intent, Implementation, and Impact Statement

Intent

At Bampton CE Primary and Nursery School teachers plan History lessons that meet the aims of the EYFS framework and the national curriculum. The intent is to ensure all pupils develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. These key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating. The coverage of recent history in KS1 such as 'Toys' and 'Travel and Transport' enables children to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories. The intent in lower KS2 is that children can work in chronological order from ancient history such as 'Ancient Egypt' and then progress onto more modern history such as 'The Railways'. Upper KS2 allows children to repeat and embed this sequence of chronology with a wider selection of ancient history such as 'Early Islamic Civilisations' through to more modern history such as 'World War II'. Opportunities to explore excellence and celebrate success are built into the curriculum provision.

Implementation

Early Years Foundation Stage

- History is included within the '*Understanding the World*' area of learning and development and it has two aspects with it, which are as follows: '*Understanding the World*' (*People and Communities*) and '*Understanding the World*' (*The World*).
- Each term, opportunities are planned for children to develop their skills in order for children to meet age-related and end of year expectations (Early Learning Goals – ELGs)

Understanding the World (People and Communities)

Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

History			
30-50 Months	Understanding the World	People and Communities	<ul style="list-style-type: none"> To show interest in the lives of people who are familiar to them. To remember and talk about significant events in their own experiences. To recognise and describe special times or events for family or friends. To show interest in different occupations and ways of life. To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.
		The World	<ul style="list-style-type: none"> To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. To talk about some of the things they have observed, such as plants, animals, natural and found objects. To talk about why things happen and how things work. To develop an understanding of growth, decay and changes over time.
40-60 Months	Understanding the World	The World	<ul style="list-style-type: none"> To look closely at similarities, differences, patterns and change.
ELG	Understanding the World	People and Communities	<ul style="list-style-type: none"> To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions.
		The World	<ul style="list-style-type: none"> To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.

Primary Phase

- Our History curriculum has been designed to cover all of the skills set out in the National Curriculum.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first airplane flight or events commemorated through festivals or anniversaries]; the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]; significant historical events, people and places in their own locality. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age; the Roman Empire and its impact on Britain; Britain's settlement by Anglo-Saxons and Scots; the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; a local history study; a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China; Ancient Greece – a study of Greek life and achievements and their influence on the western world; a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

- Our History lessons are based on the Plan It scheme of work for History which is then adapted to meet the needs of each class by class teachers.
- In order for children to know more and remember more in each area of history studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. Through revisiting and consolidating skills, our lesson plans help children build on prior knowledge alongside introducing new skills and challenge. The revision and introduction of key vocabulary is built into each lesson and we ensure that children are allowed opportunities to repeat and revise this knowledge.
- School visitors and trips are facilitated where appropriate to enhance the pupils' understanding and skills further.
- Through the teaching of history in our school, we intend to inspire pupils to develop a love of history and see how it has shaped the world they live in.

Impact

- The impact of our history curriculum, will be seen across the school with an increase in the profile of history.
- Examples of our pupils' work is displayed throughout the school, both on classroom and communal displays.
- We want to ensure that history is loved by pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future.
- Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, and summative assessments aimed at targeting next steps in learning.
- Areas of curriculum strengths and weaknesses are analysed by the History lead and actions planned, with the agreement of the SLT, to address areas for improvement.