

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. The History curriculum provides children with the opportunities to work like historians. 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 (UW)** area of learning and development.
- Each term, EYFS staff will plan a variety of adult-led teaching and learning opportunities, where children will be taught a range of skills and knowledge. Children will be able to explore these skills during continuous provision on a daily basis. Planning will be guided by the **EYFS Statutory Educational Programmes** and **Development Matters**.

EYFS Statutory Educational Programme: Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Understanding the World Birth to 3
<ul style="list-style-type: none"> • Repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. • Make connections between the features of their family and other families. • Notice differences between people.

Understanding the World: 3 & 4 Year Olds

- Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Arts & Design: Reception Children

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

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.

- At Bampton CE Primary & Nursery School we use units from Cornerstones in Key Stage 1 & 2 to ensure that National Curriculum expectations are met. The units are carefully chosen and allow for progression of both knowledge and skills. Teachers adapt the planning as necessary to ensure it meets children's needs and is accessible to all children. Progression is planned & monitored to ensure prior learning is embedded and built upon.
- In Nursery and Reception topics and learning opportunities are planned to allow progression in the Development Matters statements in order to allow children to attain their Early Learning Goals.
- 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 and to bring the past to life.
- 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

- Children are able to demonstrate meeting Early Learning Goals at the end of foundation Stage and later end of Key Stage 1 & 2 expectations.
- Progress through Early Years and Year 1 is tracked using Tapestry learning journeys.
- The impact of our history curriculum, will be seen across the school with an increase in the profile of history. Children will be able to talk about their learning demonstrating that they know more and remember more.
- 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.