



HISTORY CURRICULUM INTENT, IMPLEMENTATION & IMPACT

CURRICULUM INTENT

We define 'curriculum' as everything our children experience as they journey through our school, so that they become children who:

Are kind and loving citizens	Are courageous, resilient learners	Aspire to be the best they can be	Are numerate and literate	Can express their thoughts and communicate effectively
Use what they learn to make a positive difference	Have a strong sense of their place in the world	Respect and care for the natural environment	Develop a sense of self-worth	Acquire appropriate knowledge and skills

HISTORY CURRICULUM INTENT

It is our intention that all children experience a high-quality history education which inspires and excites them, so that they gain a coherent knowledge and understanding of Britain's past and that of the wider world, becoming children who:

Recognise how the legacy of the past impacts on the present, creating the issues and challenges of our time.	Learn with others and communicate effectively using appropriate historical vocabulary, including increasingly abstract terms	Present their own considered and high-quality responses in a range of forms.	Have a growing understanding of the chronological narrative from earliest times to the present day	Are familiar with key historical concepts such as cause and consequence, and continuity and change, and how individual lives shape and are shaped by historical events.
Understand their role in a complex, diverse and changing society, giving them the skills to make their own life choices today.	Are learning to define their place in the world, valuing and making connections between their own and other people's cultures.	Understand how our immediate environment has changed over time, by investigating changes in our school and the local area	Use all aspects of the curriculum to enrich their understanding of history, developing creativity, curiosity and enthusiasm.	Use sources to weigh evidence, ask perceptive questions, think critically, sift arguments and develop own conclusions, perspective and judgement.

HISTORY CURRICULUM IMPLEMENTATION

We design our history curriculum so that it reflects our individual school context and the needs of our children, as well as delivering the statutory requirements of the Early Years Foundation Stage Framework (EYFS) and the National Curriculum. We have made deliberate curriculum choices driven by our (subject) curriculum intent.

Learning will be planned and delivered through:	History Vision Statements which outlines the history intent, implementation and impact and identify our chosen approaches and resources	History Overview which identifies when planned units of work should be taught across the school	A Progression of Skills document for history identifying key knowledge and skills in a carefully planned sequence		Medium Term Plans with well-sequenced learning journeys carefully matched to clear learning objectives	Rich, memorable learning experiences with engaging hooks, carefully planned enrichment and purposeful outcomes	Quality First Teaching (QFT) with appropriate challenge and support		
Learning will be organised through:	Early Years Foundation Stage (EYFS)								
	Understanding the World								
	National Curriculum (Keystage 1)								
	Significant events		Significant individuals		Changes within living memory		Local history		
	National Curriculum (Keystage 2)								
	Stone age to Iron Age	Roman Britain	Anglo Saxons and Scots	Vikings and Anglo Saxons	Local history	Britain post-1066	Early civilizations	Greek history	Non-European contrast
	History skills								
Develop chronological awareness	Investigate characteristic features of period	Understand change and continuity	Recognise cause and consequence	Analyse significance in short term and long term	Interpret viewpoints	Compare and analyse sources.			

School specific components reflect the context of our school:	Class themed history days / visitors / workshops / trips Enriching the curriculum	Celebrating Key Calendar events Using to key events to develop understanding of historical context	 Supplementary Planning resources Use of Plan Bee and TES as planning framework and additional resources
	 Hampshire Use of moodle for planning and resources	Cross-curricular links History units draw on skills from maths, computing, English and art	 BBC bitesize Use of video clips and information to supplement teaching
HISTORY CURRICULUM IMPACT			
We draw together evidence from a variety of sources in order to evaluate how well children have learned, remembered and applied the intended knowledge, skills and attributes as outlined in our curriculum intent. These include:			
EYFS outcomes	Foundation Subject Assessment Sheets	External validation and inspection reports	Learning Walks
Governor monitoring evidence	Book Looks	Pupil Conferencing	Other anecdotal evidence