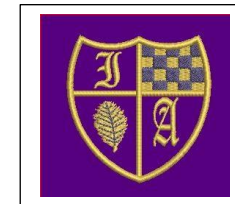


# History Curriculum

## Intent, Implementation and Impact



Intent	Implementation	Impact
<p>At Ivingswood Academy, our intention in History is to convey a greater understanding and knowledge of British and World History through reading age appropriate texts that stimulate children's inquisitiveness and fascination.</p> <p>Our History curriculum is progressive throughout the whole school and covers the knowledge and skills stated in the National Curriculum. The Historical skills and knowledge acquired will inspire our pupils to think and act as historians.</p> <p>Through our high quality teaching we will develop the following skills and knowledge:</p> <ul style="list-style-type: none"> <li>• A secure knowledge of the people, events and contexts from a range of historical periods.</li> <li>• An extensive base of historical knowledge and vocabulary.</li> <li>• The ability to ask and answer valid historical questions.</li> <li>• Draw conclusion and explain their findings.</li> <li>• Use a range of resources to gather information and to follow lines of enquiry.</li> </ul>	<p>At Ivingswood Academy, History is taught throughout the three terms of the academic year, alongside Geography, Art and Design and Technology using a blended approach. Practical and engaging activities, high quality texts, visits and trips are all used to allow the children to develop their skills and knowledge in; chronological understanding, Historical terms, range and depth of historical knowledge, historical interpretations, historical enquiry, and organisation and communication.</p> <p><b><u>In EYFS:</u></b>  <b><u>Understanding the World – Past and Present ELG:</u></b>          Children at the expected level of development will;</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b><u>In Key Stage 1, pupils are taught:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Chronological Understanding</b> - To place events in chronological order on a timeline, including artefacts, words and phrase and dates.</li> <li>• <b>Historical Terms</b> - To use simple historical words and phrases to answer questions.</li> <li>• <b>Range and depth of Historical Knowledge</b> - To link changes in living memory to changes in national life.</li> <li>• <b>Interpretations of History</b> - To use photographs, artefacts and simple texts to make comparisons.</li> <li>• <b>Historical Enquiry</b> - To compare their life to significant people from the past and to find similarities and difference between the events of the past.</li> <li>• <b>Organisation and Communication</b> - Communicate their knowledge through; Discussion, drawing pictures, drama, role play, making models, writing, and using ICT.</li> </ul> <p><b><u>In Key Stage 2, pupils are taught:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Chronological Understanding</b> - To demonstrate a deep understanding of the chronology of a series of events on a timeline and explain the impact of one event upon another. To use dates and terms accurately in describing events.</li> <li>• <b>Historical Terms</b> - To use historical vocabulary to ask and answer valid questions and to pursue lines of enquires.</li> <li>• <b>Range and depth of Historical Knowledge</b> - To discern between past periods of time and societies analysing trends.</li> <li>• <b>Interpretations of History</b> - Explore different interpretations of the past through the impact of contrasting sources from the same time.</li> <li>• <b>Historical Enquiry</b> - To explain the significance of events and clarify similarities and differences between cultural, social and religious aspects of a period.</li> <li>• <b>Organisation and Communication</b> - Communicate their knowledge and understanding. Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>	<p>Our History Curriculum is age appropriate, and is planned to demonstrate progression across the main skills: Chronological understanding, historical terms, range and depth of historical knowledge, interpretations of history, historical enquiry, and organization and communication.</p> <p>These main areas are broken down into age related expectations for each mile stone: Year 1 and 2, Years 3 and 4, Years 5 and 6.</p> <p>In addition, through reading age appropriate specifically selected texts, our children are exposed to the historical knowledge that they will need to become enthusiastic historians.</p> <p>We assess the pupils knowledge through:</p> <ul style="list-style-type: none"> <li>• Exit questions in books at the end of each lesson which are based on the learning question at the beginning of the lesson.</li> <li>• Pupil discussion.</li> <li>• Evidence in pupil books.</li> </ul>

--	--	--