



St Luke's C.E Primary School

History Intent, Implementation and Impact

Intent:

History at St Luke's aims to be ambitious, and motivating. We aim to provide a high quality history curriculum which inspires in pupils a curiosity and fascination about Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; they will know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining the knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

At St Luke's, we have designed our History curriculum with the intent that our children will:

- Possess a secure understanding of the chronology of Britain and other important periods of History
- Discover links and connections to the History they learn and the wider community and locality
- Further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies and epochs
- Differentiate between source types and explain how interpretations in History may differ
- Draw on similarities and differences within given time frames and across previously taught History
- Enquire in to Historical themed questions and form their own opinions and interpretation of the past

Implementation:

The curriculum is led and overseen by the History lead. As History lead a regular programme of monitoring, evaluation and review and the celebration of good practice will contribute to the on-going commitment to improve further.

The teaching, learning and sequencing of the History curriculum follows:

- A theme curriculum approach has been implemented to ensure coverage and progression in all skills relating to History.
- In EYFS and KS1, the Historical skills will focus on the world around them and their living memory of History before moving to events that go beyond living history. This will ensure a firm foundation for KS2 History.
- In KS2, the History curriculum is set out in chronological order to allow children to reference the previous events in time and to refer to this prior learning year-on-year and within the year.

The progression of skills is set out in order to build and develop the following:

- Chronological Understanding
- Knowledge and understanding of events, people and changes in the past
- Connection and Historical Links
- Interpretations of History
- Historical Enquiry



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Lessons will develop long term memory by allowing for repetition of learning within the year and year on year. The use of knowledge organisers is to aid teachers in planning their knowledge and skills and students in understanding the expectations by the end of the unit.

Impact:

The intended impact of the History curriculum is that is the large majority of children will achieve age related expectations in History. That Children will know more, remember more and understand more about History. Children will become increasingly critical and analytical within their thinking. Making informed and balanced judgements based on their knowledge of the past. In addition, children will;

- Understand and use the key skills of chronological understanding, Knowledge and understanding of events in the past, Historical interpretation, Historical enquiry and organisation and communication.
- Show progression in their skills, knowledge and understanding in history.
- Be able to identify key figures from the past and talk about their influence and give their own interpretation.
- Where applicable, children will have encountered or participated in high-quality visits/visitors to further appreciate the impact of History.
- Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

KS1	Pupils will be taught about: <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 aeroplane 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 • significant historical events, people and places in their own locality
KS2	Pupils will be taught about: <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 Ancient Egypt • 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 - Mayan civilization c. AD 900