



Together Everyone Achieves More

Through....Loving learning, loving each other and loving life itself

AGAPE: The Good Samaritan (Luke 10: 25-37)

North Curry C of E Primary School History Intent, Implementation and Impact Statement

Intent – our agreed ways of working

At North Curry C of E Primary School, we will:

- Develop an excellent understanding of the chronology of Britain's past and its place within the context of the wider world.
- Foster a curiosity about the past, how life has changed and the impact the past has on the present.
- Ensure that children know that the past was made up of diverse people.
- Encourage pupils to pose their own questions and undertake historical enquiries.
- Expand their historical vocabulary.
- Provide a wide range of quality sources to facilitate and inspire research.
- Support pupils to analyse, question, and challenge historical evidence.
- Give pupils many opportunities to demonstrate their knowledge in a variety of different ways.

Our curriculum promotes spiritual development by encouraging children to understand their own identity in the complexity of history and how things could be different if a course of events had been different e.g. revolution and world wars.

Implementation – everyday delivery

Teaching and learning in History follows Curriculum Maestro throughout the school. Within this curriculum, History is primarily taught as part of our topic-based learning alongside other areas of the curriculum such as English, Art, D and T, Music and Geography. This cross curricular approach helps immerse pupils within a topic or theme. Due to frequent mixed year classes, coverage is tracked for each cohort and used to inform the following year's planning. Our topics now begin with an enquiry question and a sequence of lessons are designed to investigate this with opportunities to answer the enquiry question planned into the end of the topic. Each topic is placed within the wider chronology and context to support children's big picture of History. Wherever possible trips and visitors are used to enhance topics and bring the past to life. Teachers strive to represent diversity and what life was

like for different groups of people throughout history. Children's progress is assessed by class teachers and monitored by the History Coordinator. Teachers assess children's historical knowledge, their understanding of historical concepts and their skills in historical enquiry using the table below. Children working above and below age related expectations are identified and support is put in place to ensure that all children are fulfilling their potential.

Historical Skills Progression Plan

	EYFS	KS1	Lower KS2	Upper KS2
Historical Knowledge				
Constructing the past	Begin to make sense of their own life-story and family's history. Talk about the lives of people around them and their roles in society	Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.	Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.	Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.
Sequencing the past		Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time.	Develop chronologically secure knowledge and understanding of British, local and world history.	Develop chronologically secure knowledge and understanding of British, local and world history.
Historical Concepts				
Change and development	Compare and contrast characters from stories, including figures from the past. Know some similarities and differences	Identify similarities and differences between ways of life in different periods. Study changes within living memory.	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.
Cause and effect	between things in the past and now, drawing on their experiences and what has been read in class.	Choose and use parts of stories and other sources to show that they know and understand key	Address and devise historically valid questions about cause.	Address and devise historically valid questions about cause.

		features of events. Study the lives of significant individuals who contributed to national and international achievements.		
Significance and interpretations		Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.	Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.
Historical Enquiry				
Planning and carrying out a historical enquiry	Comment on images of familiar situations in the past . Understand the past through settings, characters and events encountered in books read in class and storytelling.	Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.
Using sources as evidence		Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	Understand how our knowledge of the past is constructed from a range of sources.	Understand how our knowledge of the past is constructed from a range of sources.

Impact – How are we making a difference?

Our history curriculum facilitates chronological understanding and long-term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to revisit acquired knowledge through high quality questioning, discussion, modeling and explaining to aid retrieval at the beginning and end of a lesson or unit. Children are able to use a wide range of sources to investigate historical enquiries and during KS2 begin to pose their own. Through topic lessons, our children develop a love of learning about the past. They are able to draw on prior knowledge and deepen their understanding by exploring history through a range of subjects (Art, Music, Design and

Technology, Geography and English). Children enjoy sharing what they have learnt and can demonstrate their developing skills and confidence in a variety of different ways including: through discussion, timelines, sketches, art, maps, various writing genres, role play and presentations.