



History

Intent, Implementation, Impact Statement

| Intent | Implementation | Impact |
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| <p>At St. Augustine’s Catholic primary School our intent is to encourage an understanding of the past, and how events within history have shaped how we live today and will influence our futures.</p> <p>Through each subject pupils will focus on the inventions and discoveries that shaped each period of history. They will consider the effect these had on societies at the time and the impact they have on the present</p> | <p>Our curriculum is designed to follow a chronological pathway weaving through British History and further afield. We use the strategy of ‘linger longer’ in order to give pupils the opportunity to ponder more deeply into one aspect of History; Inventions and Discoveries whilst also gaining a broader picture of the period of History.</p> <p>A unit of work is carefully planned, with the ‘learning journey’ specified at the beginning of each unit. Each lesson also give the opportunity for ‘sticky knowledge’ to be revisited with weekly quizzes.</p> <p>Each pupil is given a knowledge organiser and a vocabulary list to support their learning.</p> <p>Skills symbols are made explicit the beginning of each lesson through the learning objective and steps to success.</p> <p>In Early Years Foundation Stage Pupils learn about our world through a combination of child initiated and adult directed activities.</p> <p>Pupils are taught:</p> <ul style="list-style-type: none"> • To show interest in the lives of people who are familiar to them. • To remember and talk about significant events in their own experiences • To recognise and describe special times or events for family or friends. • To show interest in different occupations and ways of life. • To develop an understanding of growth, decay and changes over time. • To talk about past and present events in their own lives and in the lives of family members. • To know about similarities and differences between themselves and others, and among families, communities and traditions. | <p>Our History Curriculum is high quality, well thought out and planned to demonstrate progression. We measure the impact of our curriculum through the following methods:</p> <ul style="list-style-type: none"> •Reflecting on standards achieved against the planned outcomes; •Children retaining knowledge that is pertinent to History; •Children’s enjoyment of History lessons and keenness to find out more about the past; •Evidence of work showing a range of topics covered, cross curriculum links and differentiated work; •High standards in History that match standards in other subjects such as English and Maths; •SLT are kept informed through feedback from moderations, subject reports and annual subject action plans |

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| | <p>In Key Stage 1 Pupils are taught:</p> <ul style="list-style-type: none">• To develop an awareness of the past, using common words and phrases relating to the passing of time.• To know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.• To use a wide vocabulary of everyday historical terms.• To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.• To understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p>In Key Stage 2 Pupils are taught:</p> <ul style="list-style-type: none">• To develop a chronologically secure knowledge and understanding of British, local and world history• To establishing clear narratives within and across the periods they study• To understand connections, contrasts and trends over time and develop the appropriate use of historical terms.• To construct informed responses that involve thoughtful selection and organisation of relevant historical information• To understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.• To use historical vocabulary to ask and answer valid questions and to pursue lines of enquires. | |
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