



Christ The King Federation

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St Francis and St Joseph's Catholic Primary Schools

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Intent, Implementation and Impact statements

"A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past" (DfE National Curriculum). Our current curriculum showed that we were covering the important elements of the National Curriculum for Key Stages One and Two however; it was not chronological, there was repetition of topics across the key stages and some of the topics were outdated. Following discussion and reflection, we suggest that the focus needs to be shared termly between History and Geography (one half term for each) in order to ensure coverage and meet timetable restraints. This means that we have had to remove some of the topics but we have made sure that we are still covering all of the statutory units as listed in the National Curriculum.

Discuss the value of its intent, implementation and impact

Intent:

Early Years Foundation Stage:

- Understanding the world – People and communities, The World and Technology

Key Stage One:

- Changes within living memory (toys and seaside)
- Events beyond living memory that are significant nationally or globally (travel and transport and the Great Fire of London)
- The lives of significant people in the past who have contributed to national and international achievements (Kings and Queens and significant people)
- Significant historical events, people and places in their own locality (our local history day).

Lower Key Stage Two:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history.

- Pupils should be taught about Stone Age, Egyptians, Romans, Anglo Saxons and Vikings.

Upper Key Stage Two:

- A study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrast with British history (Mayan Civilisation AD900)
- A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 (World War Two)
- A study of an aspect of history or site dating beyond 1066 that is significant locally (Stow Maries/Radar Hill and the battle of Maldon/Edward Bright)

Implementation:

By cutting back on the number of topics covered through the History curriculum we are making it more accessible to implement History through a structured timetable. By incorporating visits both on and off site and having a 'History Day' we will ensure that the different attainment targets set by the National Curriculum are covered.

The History curriculum, where possible, has been planned to tie in with geography themes.

Additional themes such as Chinese new year, Black History month, International Womens Day, and a local history day have been included to broaden knowledge and make global links. Both Black History month and International womens day can be touched upon through other historical topics – for example si study of British History (yr6)

However links to all other subjects will be encouraged where possible.

Impact:

History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. (DfE National Curriculum). The teaching of History should ensure that the children leave primary school with the ability to think critically, ask questions and understand the world they live in. The opportunity for cross-curricular links will enrich the pupil's experience and help meet the needs of our gifted and talented pupils. The challenge for teaching staff is to ensure a breadth of knowledge in their time periods, coordination of resources and to ensure coverage of their skill strands.

Is it sequential in its design?/ Does it build on prior knowledge?

History should be taught, where possible, in chronological order. In Key Stage One the focus is on relating the passing of time using common words and phrases. They should be able to see similarities and differences between ways of life in different periods. They should understand some of the ways in which we find out about the past. In Key Stage Two the focus is to develop a chronologically secure knowledge and understanding of history across different time periods. They should understand how knowledge of the past is constructed from a range of different sources including in depth studies to help them understand the complexity of specific events in history.

The premise is to build on the children's chronological understanding from year to year whilst embedding historical enquiry and interpretations in upper key stage two.

Does it reflect the needs of the pupils across the Federation?

The history curriculum is meeting the basic needs of all pupils however; we feel that a more practical approach would benefit some children (visitors, trips, dress up days, creative art based links...) If children are immersed in history then they will all access the curriculum at some level.

What skills and knowledge do we want them to be conversant in by the end of each academic year?

Early Years Foundation Stage:

- Guide children to make sense of their physical world and community
- To increase frequency and range of personal experiences by visiting parks, libraries and museums to meet important members of society.
- Enriching and widening vocabulary to support reading comprehension.

Key Stage One

Chronological Understanding:

- Sequence events, photographs and artefacts from distinct periods of time and check with a reference book.

Range and Depth of Historical Knowledge:

- Recognise the difference between past and present in their own lives and others lives.
- Recount episodes from stories about the past.
- Recognise why events happened.

Interpretations of History:

- Compare fact and fiction based on photos, memories, stories, accounts and fact books.

Historical Enquiry:

- Use a source of information e.g. artefacts to answer questions about the past.

Organisation and Communication:

- Communicate their knowledge through drama, role play, discussions, drawing pictures, making models, using ICT and writing.

Year Group	Autumn	Spring	Summer
EYFS	Myself	Winter/Chinese New Year	Pirates/ Under the sea
Yr 1	Toys	Travel and transport	Kings and Queens
Yr 2	Great Fire of London	Significant People	Seaside

Lower Key Stage Two

Chronological Understanding:

- Place the time studied on a timeline.
- To use specific dates and terms related to a time period.

Range and Depth of Historical Knowledge:

- Identify reasons and give reasonable explanations for events.
- Identify key features and events of the time studied.

Interpretations of History:

- Begin to evaluate the usefulness of different sources.

Historical Enquiry:

- Ask a variety of questions.
- Use evidence and artefacts to make better observations and build up a picture of past events.

Organisation and Communication:

- Communicate their knowledge through discussion, drama, role play, use of ICT and writing.
- Recall, select and organise historical information.

Year Group	Autumn	Spring	Summer
Yr 3	Stone age to Iron age	Egyptians	Romans
Yr4	Anglo saxons	Vikings	Riotous Royals

Upper Key Stage Two

Chronological Understanding:

- Use relevant terms and period labels when sequencing key events of the time studied.

Range and Depth of Historical Knowledge:

- Study different aspects of belief, behaviour and characteristics within a specific time period.
- Examine causes and results of great events and the impact on people.

Interpretations of History:

- Compare accounts of events from different sources – fact or fiction.
- Offer some reasons for different versions of events.

Historical Enquiry:

- Begin to identify primary and secondary sources.
- Bring knowledge gathered from several sources together in a fluent account.

Organisation and Communication:

- Communicate their knowledge through discussion, use of ICT and library research.
- Select and organise information to educate others.

Year Group	Autumn	Spring	Summer
Yr5	Ancient Greeks	Ancient Greeks	Local History
Yr6	Local History	Mayan culture	A study of British History

Adaptions:

- Revisit timetable to ensure coverage. Discussion needed around the seaside unit in Year two and the extended Ancient Greek unit in Year 5.
 - Plan for a local history day across the federation in the summer term.
 - Ensure that all teachers' book one history related trip within the year to ensure immersion in the topics.
 - Organise a time for all teachers to look at their history units for the following year and carry out research (CPD time).
 - To make all history resources available in both schools. Subject leader to work with staff to ensure that appropriate resources are available in each school. Ensure that all resources are stored centrally at both schools for easy access.
- The provision of and management of resources should be the same at both schools.