

Intent, Implementation and Impact in History



Intent	Implementation	Impact
<p>The intent of our History curriculum is to inspire children to be curious learners who show a love for finding out more about the past. It will ensure that all children gain a coherent knowledge and understanding of Britain's past and that of the wider world. By thinking like historians, children will be encouraged to ask questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. As prescribed in the National Curriculum it will help children to look at the past in terms of the complexity of people's lives, change, the diversity of societies and relationships between different groups. By learning about the past it will help them to recognise their own identity and the challenges of their time.</p> <p>Our curriculum is designed to follow the Hampshire six steps approach to historical enquiry:</p> <p>Step 1: Teacher motivates pupils to want to learn and scopes the enquiry</p> <p>Step 2: Children collect information in interesting and varied ways</p> <p>Step 3: Children make sense of ideas and process the information in a variety of ways.</p> <p>Step 4: Children draw their own conclusions, making their own meaning</p>	<p>At Early Years children will be taught to:</p> <ul style="list-style-type: none"> ● Comment on images of familiar situations in the past. ● Compare and contrast characters from stories, including figures from the past. ● Use vocabulary for the passing of time. ● Ask and answer simple questions. <p>At Key stage 1 children will be taught history as an awareness of the past. They will be able to:</p> <ul style="list-style-type: none"> ● Place where people and events that they look at fit chronologically. ● Discuss similarities and differences between periods in history ● Use appropriate vocabulary are important. ● Ask and answer questions ● Refer to stories and sources to show key features of events <p>Within the national Curriculum they will be taught about:</p> <ul style="list-style-type: none"> ● Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life for example through looking at toys they play with in comparison to their own parents or grandparents. ● Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the 	<p>Through the history teaching at Beaulieu all children will:</p> <ul style="list-style-type: none"> ● Be able to understand history as chronological stories ● Be able to explain how Britain has influences and been influenced by the wider world. ● Know significant aspects of the history of the world ● Understand and use historical language like empire, civilisation, parliament, peasantry ● Understand historical concepts across specific periods of time, e.g. cause and consequence. ● Be able to enquire historically using evidence and recognising different interpretations of the past.

Step 5: Their understanding is checked, developed and refined

Step 6: Pupils create their final imaginative product.

first man on the moon 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 [for example, Neil Armstrong, Florence Nightingale and Mary Seacole]
- Significant historical events, people and places in their own locality [for example The sinking of the Titanic]

At **Key Stage 2** children will be taught a secure knowledge and understanding of British, local and world history. These will not be as isolated units but they will be taught to identify the common narratives within and across them. They will be able to:

- Identify connections, contrasts and trends over time.
- Use appropriate historical terms
- Use and ask questions about change, cause, similarity, difference and significance.
- Respond to what they have learnt by selecting and organising the information.
- Use sources to build up an accurate picture of the past.

Within the national Curriculum they will be taught about:

- Changes in Britain from the Stone Age to the Iron Age

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| | <ul style="list-style-type: none">• The Roman Empire and its impact on Britain• Britain's settlement by Anglo-Saxons and Scots focussing on cause and effect• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor and the positive and negative aspects of their way of life.• Our local area of Beaulieu and Boldre (Bucklers Hard, Beaulieu Abbey)• A study of the power of the monarchy 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 an in depth study of Ancient Egypt.• Ancient Greece – a study of Greek life and achievements and their influence on the western world• An enquiry into the Mayan civilization c. AD 900, a non-European society that provides contrasts with British history. | |
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