



# Intent, Implementation & Impact Document: HISTORY

Intent	Implementation	Impact
<ul style="list-style-type: none"><li>• We aim to inspire a curiosity to discover more about the past, how it has shaped our present and its impact on our future.</li><li>• We enable children to know about significant events and individuals in Global, British and Local History and appreciate how things have changed over time.</li><li>• We develop a sense of chronology.</li><li>• We enable children to work as historians by developing skills of enquiry and investigation.</li><li>• We bring History 'alive' by immersing children in realistic experiences both in school and on visits and by using a range of historical evidence.</li></ul>	<ul style="list-style-type: none"><li>• We follow the National Curriculum guidelines to ensure all aspects, knowledge and skills of History are taught to all children.</li><li>• We closely track coverage to ensure progression throughout the school.</li><li>• In line with our whole school approach, we endeavour to teach, where possible, to match children's interests and topical events.</li><li>• We will exploit opportunities for cross-curricular links teaching history through other subjects.</li></ul>	<ul style="list-style-type: none"><li>• Children will enjoy History and want to find out more.</li><li>• Children will develop an awareness of the past and be able to use words and phrases relating to the passing of time.</li><li>• Children will be able to talk about differences and similarities between different periods of History and now.</li><li>• Children will become increasingly aware of how historical events have shaped the words they live in.</li><li>• Children will ask questions and use different sources to find out more about past events.</li><li>• Children will have encountered or participated in high quality visitors or visits/events with a History focus.</li></ul>



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Area	ELG	KS1	Year 1	Year 2
<p><b>Understanding the World:</b></p> <p>Past &amp; Present</p>	<p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b>CHRONOLOGY</b></p>	<p>I can create simple timelines to sequence events and objects within my own experience.</p> <p>I can use vocabulary associated with the past e.g. old and new, then and now</p>	<p>I realise that historians use dates to describe events.</p> <p>I can use phrases describing intervals of time e.g. before, after, at the same time as etc</p>
		<p><b>CHARACTERISTIC FEATURES</b></p>	<p>I can recognise that buildings, clothing, transport or technology could be different in the past.</p> <p>I can show awareness of significant features not seen today.</p>	<p>I can recognise and describe, in simple terms, some characteristic features of a person or period studied.</p> <p>I can increasingly use specific language in explanations.</p>
		<p><b>CONTINUITY AND CHANGE</b></p>	<p>I can match old objects to people or situations from the past.</p> <p>I can describe how some aspects of life today differ from the past using simple historical vocabulary.</p>	<p>I can talk about similarities and differences not just between <i>then</i> and <i>now</i> but between <i>then</i> and <i>another then</i>.</p>
		<p><b>CAUSE AND CONSEQUENCE</b></p>	<p>I can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions.</p>	<p>I can describe in simple terms the causes of an important historical event offering at least one example of its results.</p>
		<p><b>HISTORICAL SIGNIFICANCE</b></p>	<p>I can recognise and describe special times or events for family or friends.</p>	<p>I can recognise and talk about who was important e.g. in a simple historical account.</p>



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		<b>HISTORICAL INTERPRETATION</b>	I can identify and talk about different accounts of real historical situations.	I can identify and talk about differences in accounts relating to people or events both from the time (contemporary source) and from the present (interpretative source).
		<b>HISTORICAL ENQUIRY</b>	<p>I can talk about similarities and differences between two or more historical sources using simple historical terms.</p> <p>I can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts etc.</p>	<p>I can gather information from simple sources to ask and explain questions about the past.</p> <p>I can explain events and actions rather than just retell the story.</p>