



Lovers' Lane Primary and Nursery School



History Curriculum

Intent, Implementation, Impact Statement

Intent	Implementation	Impact
<p>At Lovers' Lane our intent is that our teaching of History will help pupils develop their knowledge and understanding of Britain's past and that of the wider world. Our History curriculum is designed to inspire children's curiosity and fascination about the history of the world and its people. We aim to enable children to ask perceptive questions, think critically, weigh evidence and develop perspective and judgement. Through the teaching of History we aim to teach children to understand the complexity of people's lives, the process of change and the diversity of societies.</p>	<p>Overview History at Lovers' Lane often links with Geography topics so that children can achieve depth in their learning. Our curriculum follows a two-year rolling programme for Geography and History. Pairs of year groups study the same topic. The benefit of this is that teachers can work collaboratively in their PPA time to plan creative and enjoyable learning experiences with broad, challenging and inspiring themes. Meeting the needs of our children is always at the heart of our planning and teachers work together to build in cultural capital relevant to the pupils in our setting. We ensure that the planning of skills, knowledge and understanding is in line with age appropriate expectations. This means there is planned progression throughout the school and differentiation between the age groups.</p> <p>Planning involves:</p> <ul style="list-style-type: none"> •A knowledge organiser which outlines knowledge (including vocabulary) all children must master and apply in lessons; •A display in each classroom that celebrates the children's work and shows their learning throughout the topic •A review of previous learning at the start of every lesson; •A cycle of lessons for each subject, which carefully plans for progression and depth of skills and knowledge; •Concentrating on the history skills suited to the age group; •Creative planning of activities which make the learning experience memorable; •Trips and visiting experts who will enhance the learning experience; <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. 	<p>Our History Curriculum is high quality, well thought out and planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. Outcomes in topic books evidence a broad and balanced history curriculum. In addition, 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

Show Respect, Work Together, Aspire, Nurture



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	<ul style="list-style-type: none">• 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><u>In Key Stage 1</u> 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><u>In Key Stage 2</u> 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	reports and annual subject action plans
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