



History Intent Implementation and Impact Statement

At Croftlands Infant & Nursery School we aim to provide a high-quality history education, which will facilitate children to develop a coherent knowledge of the history of Ulverston, the United Kingdom and the wider world. The childrens' historical journey throughout Key Stage 1 will be stimulating and enjoyable, ensuring that they develop a genuine love for the subject and become budding historians. Through an engaging curriculum, we aim to inspire childrens' curiosities about the past. Effective teaching will furnish children with historical skills and knowledge, enabling them to ask questions, think critically, weigh evidence, scrutinise arguments, and improve perspective and judgement.

Intent

Our young historians begin their journey in the Foundation Stage, where they are provided with experiences in which enable them to develop skills of enquiry and critical thinking. By providing the children with the opportunity to discuss changes in their own lives and the lives of others, we set the fundamentals of chronology. This stimulates children with a curiosity to learn about lives of others beyond their living memory.

As the children progress into Key Stage 1, the foundations developed in the Early Years are built upon. The flavour of our town is injected into our curriculum, which in turn provides children with a sense of identity and an understanding of their own vicinity. We provide the children with opportunity to develop an understanding of how past events have influenced our current world. The children learn about events which are significant both nationally and globally and how the achievements of individuals from the town and beyond have had a significant impact on people in the past and the present. We ask questions about changes which have happened in our lifetime and through a series of field trips and engaging lessons, our children develop a thirst for learning!

Implementation

The starting point of the curriculum design for History is the content outlined in the National Curriculum Programme of Study. We have developed a curriculum which provides children with understanding of both local and national historical events. Foundation subjects at Croftlands Infant & Nursery School are taught in blocks, which enables children to be fully immersed within the topic. Children are provided with challenge and the progression of skills ensures that children are equipped with the skills needed to think critically, ask questions and conduct their own research by the end of Year 2. As the children progress through Early Years and KS1, their prior learning is revisited and comparisons are made. By the end of Key Stage 1, children will have an excellent understanding of chronology and be able to make links between the topics that they are taught.

Impact

History at Croftlands Infant & Nursery School is assessed in a variety of ways to check children's knowledge and understanding. Activities are planned to be accessible to all children, taking into account different abilities and learning styles. Children are encouraged to conduct research, make



predictions and discuss ideas. Learning is recorded in a number of ways. For example, children express what they have learnt through art, role play, writing and drama. The children's learning journey through each topic is displayed on walls and recorded in our History Books. This provides children with an opportunity to revisit prior learning throughout the academic year.

We use 'I . . .' assessment sheets, with statements taken directly from the National Curriculum Programmes of Study. As each unit of work is covered, we use intended learning to recognise children who are working at or beyond age related expectations. We also identify and work with children who may require extra support.

Monitoring in history includes scrutinising work books, lesson observations and learning walks. Pupil voice is considered through interviews over the course of the year lead by the History & Geography Coordinator. The monitoring system in place allows the History Coordinator to determine effective curriculum coverage, the quality of teaching and learning, alongside the children's experiences and attitudes to history. This information is then used to further inform curriculum developments and provision.