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| Intent | Implementation |
| At Parkwood Academy, our intention in History is that all pupils have a greater understanding of British and World History through reading a wide range of age appropriate texts that stimulate children’s inquisitiveness and fascination which develops their knowledge of the past.Our History curriculum will enable all learners to progress in the concepts of:Cause and effect, understanding and use of sources and evidence, the impact of events and change that follows and the significance of key and influential figures in History and how they shaped the future. We intend for that our pupils will understand the significance of key events and the impact they have had on the world, e.g. The Gunpowder Plot, The Industrial Revolution and inventions of The Romans. Our curriculum will enable pupils to make judgements about the impact of the changes that have occurred over time, empowering them to compare historic and contemporary society in Britain and the wider world.It is our intention that all pupils will know how different accounts and interpretations of history are different and why. We intend to provide a knowledge rich history curriculum in line with the National Curriculum.  | At Parkwood Academy, History is taught either in blocks or weekly. Our approach is adapted to the need of each cohort in order to best help them commit key knowledge and vocabulary to long term memory. The first lesson of each period of history will focus on chronology and vocabulary. Pupils learn to understand events and societies in depth through our spotlight on History. Class timelines which run from early civilisations to modern society are used to support pupils with developing a mental timeline of key periods in History. Our spotlight zooms into specific periods in history to provide a more in-depth narrative of specific historical periods as key chronological markers which are sequenced into components and building blocks of knowledge which pupils are able to commit to long term memory. The concepts of: Sources and evidence; Historical interpretations; Cause and consequence; Change and continuity; Similarity and difference and Historical significance are taught through knowledge rich, high quality, artefacts and trips and visits enabling pupils to develop their historical writing and immerse themselves in the past. Pupils become historians as they relive, re-enact or rewrite experiences of the past; through life as soldiers in the World War One trenches, as Neil Armstrong landing on the moon or mummifying themselves as Ancient Egyptian Gods.  |

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| Impact |
| By the end of Early Years, pupils will learn:***Understanding the World – Past and Present***Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. | By the end of KS1 pupils will learn:Know how to answer questions by using a specific source such as: artefacts, photographs and books and group them according to time periods. Know and use historical vocabulary (before, in the past, yesterday, last week, last month, last year, before I was born etc.) Understand linear time (past and present). Use the words “ past” and “ present” accurately in their explanations and work. Use words and phrases such as “before ” , “ after ” , “ past” , “ present” , “then ” and “ now ” accurately in their historical learning. Understand difference between primary and secondary sources Compare and contrast their lives to those of people during a specific period in history.Understand why certain events from history continue to be acknowledged / celebrated. (E.g. bonfire night). Have a knowledge of history of/in the local area and its impact on living today. | By the end of KS2 pupils will learn:Have a knowledge of local, national and world-wide history. Know about the impact of history and how each civilisation and significant individuals have shaped the future and influenced our world today. Know how to consider the evidence and validity of the artefacts they are examining.Know how to devise historically valid questions about change, cause, similarity and difference, and significanceUnderstand the differences between primary and secondary resources, and how this may impact the validity/ reliability of evidence. Know whether a source of evidence is reliable and whether it can be trusted Through research be able to identify similarities and differences between given periods in history Know and understand the impact of significant events  |