

History Implementation Statement

Overall aim: Ensure that all of our children have a coherent knowledge of Britain's past and the wider world.

The national curriculum in England Key stages 1 and 2 framework document





GOLD

Implementation of History

Following the National Curriculum, Development Matters Framework and the implementation of Cornerstone Maestro, children learn about changes within living memory and events that are significant nationally or globally. In KS1 children aim to learn about significant historical events, people and places in their locality. As children progress into KS2, the history programme equips children with abstract terms and historical concepts, such as continuity and change, cause and consequence.

COLD

Sticky knowledge

- Everyday life; hierarchy and power; civilisations; conclusions; artefacts and sources; local history; compare and contrast; significant events; significant people; changes over time; British history; chronology;

How are we meeting the needs of all learners?

- Cold to gold task assessment
- Big questions linked to the National Curriculum
- Know, understand and evaluate statements
- Split teaching and task boxes to support differentiation

Links to core skills (language, reading, writing and maths)

- Chronological order, Roman Numerals and use of timelines to support maths
- Use of the big questions and historical enquiry to support writing
- Use of debates, discussions and evaluation tasks to support speaking and listening
- Use of technology and links with computing curriculum
- Primary and secondary sources, artefacts and photographs
- Class novel and links to World Book Day to support reading

Opportunities for enrichment

- Ozzie 80 links to significant historical events in the local area; visits and visitors; displays; Curriculum Floor Books; Miles Away Monday and Faraway Friday; Class Assemblies; memorable experiences