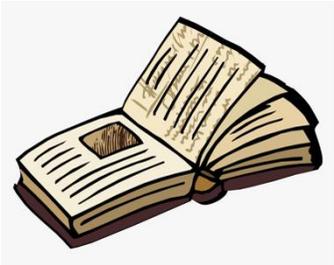


Intent	Implementation	Impact
<ul style="list-style-type: none"> ➤ To understand that History is the study of the past. ➤ Distinguish history from other foundation subjects. ➤ Understand chronology and have an increasingly wide understanding of events beyond living memory. ➤ To make links between periods of history that have been studied. ➤ Become confident using a range of historical source materials. ➤ To understand that history is open to interpretation and to take an increasingly analytical approach to studying sources. ➤ Use a range of historical vocabulary to describe dates, eras, events and individuals. ➤ To build upon children's knowledge and understanding from Reception to year 6. ➤ To be aware of history expectations for each year group and know 'next steps'. ➤ To create an enthusiasm and love for history. 	<ul style="list-style-type: none"> ➤ To ensure full topic coverage, the school follows 'Cornerstones' schemes of learning. This is a whole-school foundation subject curriculum that creates continuity and progression. ➤ Weekly history lessons planned to build upon previous skills and subject knowledge. ➤ Use of geography and history books to reinforce history as a distinct subject. ➤ Opportunities to work with primary and secondary sources incorporated into lessons. ➤ Knowledge organisers and vocabulary rich displays used to reinforce learning and set expectations for historical language. ➤ Where possible, links are made with other subjects across the curriculum, such as science, English or geography. ➤ Links are made between historical periods and previous learning is built upon. ➤ Learning journey display shows progression in geography across school. ➤ History displays around school are used to create enthusiasm and interest in the subject. 	<ul style="list-style-type: none"> ➤ Most children reach end of year expectations. ➤ Children's progress is monitored against skills progressions. ➤ Well planned sequences of learning support children to develop and refine their historical skills. ➤ Children are able to make links between previous historical knowledge and new learning. ➤ Children are able to discuss historical sources. ➤ Children can confidently talk about history and historical figures using appropriate vocabulary. ➤ Children can explain key historical terms and link these to their learning. ➤ A love of history is apparent across the school. ➤ Children leave primary school with a breadth of historical knowledge. 

