



EAGLEY INFANT SCHOOL

History Curriculum - Intent, Implementation and Impact

At Eagley Infant School we believe that

"Happy children make the best learners."

We are committed to ensure that children:

- Have ambitious aspirations and the knowledge that there are endless possibilities of what they can be **(DREAM)**
- Develop a high self-esteem and the confidence to know that they can achieve their dreams **(BELIEVE)**
- Are equipped with the knowledge and skills to ensure they can make their dreams a reality **(SHINE)**

We aim to:

- Provide an aspirational, knowledge rich, progressive learning experience in a highly inclusive environment in which children and staff feel motivated, happy and secure.
- Ensure that learners at all levels are helped to achieve their potential in a place where they feel safe, loved and respected.
- Value every child's individual learning journey and provide opportunities for all children to achieve their potential and to become life-long learners.
- Nurture our children and help them to develop the skills to grow into responsible, caring and fulfilled young people in our community and beyond.
- Work collaboratively with our community to build positive relationships to support our children and families throughout their school journey.
- Ensure that our children develop strong morals and learn the importance of our core values - Friendship, Trust, Courage, Resilience, Respect, and Independence.

These aims underpin everything we do in school and inform the choices we make.

History Curriculum Rationale

Eagley Infant School aims to provide a high-quality history education, which will enable children to develop a coherent knowledge and understanding of the history of Bromley Cross, Britain and the wider world. The children's historical journey throughout Key Stage 1 will be stimulating and enjoyable, ensuring they develop a genuine love for the subject. Through an engaging curriculum, we aim to inspire children's curiosities about the past. Effective teaching will equip children with historical skills and knowledge, enabling them to ask questions, think critically and weigh evidence.

Curriculum Intent

Our young historians begin their journey in the Foundation Stage, where they are provided with experiences 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 foundations of chronology. This stimulates children with a curiosity to learn about the 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. They gain an understanding of their own locality and develop an understanding of how past events have influenced life today. The children learn about events which are significant both nationally and globally and how the achievements of individuals has had a significant impact on people in the past and the present day. We ask questions about changes which have happened in our lifetime and through workshops, field trips and engaging lessons, our children develop a thirst for learning!

Curriculum 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. 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. 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 they are taught.

Curriculum Impact

History at Eagley Infants 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 might express what they have learnt through art, role play, writing or drama. The children's learning journey through each topic is recorded in History books.

This provides children with an opportunity to revisit prior learning throughout the Key Stage.

We use 'I can . . .' statements taken from the National Curriculum Programmes of Study to assess the children's understanding in lessons. As each unit of work is completed, children are asked to complete assessment sheets to show what knowledge and skills they have learnt. Staff use these to recognise children who are working at or beyond age related expectations and those who need to revisit areas again.

Monitoring in history includes scrutinising work books, lesson observations and learning walks. Pupil voice is considered through interviews and questionnaires. The monitoring system in place allows the History Lead 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.