




History – Intent, Implementation, Impact

		<b>ASPIRE</b>	
<b>Intent</b>	<p>At Tweeddale, we aim to deliver a history curriculum that gives children a sense of how events of the past shaped have shaped the world in which they are growing up. The range of historical time periods taught reflects the Tweeddale community and its many family histories, ensuring it remains <b>inclusive</b> and this inclusivity helps ensure that our children stay <b>engaged</b>. As they journey through the school, the <b>ambition</b> of our history expands, so that their sense of chronology of Britain and the rest of the world is ever-expanding. At the same time, they learn to <b>respect</b> the modern situation of other countries; a country’s past actions or history should not be allowed to prejudice views on the modern world.</p>		
<b>Implementation</b>	<b>What</b>	<b>KS1</b>	<b>KS2</b>
		<ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• Events beyond living memory that are significant nationally or globally, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods own locality.</li> <li>• Significant historical events, people and places in their own locality</li> </ul>	<ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• The Roman Empire and its impact on Britain</li> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• A local history study and a study of an aspect or them in British history that extends pupil’s chronological knowledge beyond 1066</li> <li>• The Shang Dynasty in China, Ancient Greece and the Mayan civilisation</li> </ul>
	<b>How</b>	<p>We begin our units with a timeline-based lesson to develop children’s understanding of chronology, as well as to illustrate past events that took place simultaneously in different parts of the world.</p> <p>We have History themed days where the children are immersed in a historical period, they can taste the food from the period and experience crafts from the past, which may include workshops from educational, professional historical groups.</p> <p>Quality teaching of history in at least one, usually two Cornerstones units each year.</p> <p>Cross-curricular connections where possible, such as artwork inspired by the time period and extended pieces of writing set in the past.</p> <p>Reading historical novels and non-fiction books, both individually and as a whole class.</p> <p>Displays of engaging books and artefacts for children to have access to.</p> <p>Specialist visitors to share their passion for the subject.</p>	



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	Visiting London landmarks such as the Tower of London and museums such as the British Museum, to see as many primary sources as possible.							
	<b>Key Knowledge/Skills</b>	To understand the key periods of history and how they relate	To recognise key people associated with events both in Britain and abroad	To know some history about their local area, including London	To analyse different historical sources and their reliability, with a sense of the bias of written sources	An interest in the past and what has gone before, and how past events shape the future	Who the King/Prime Minister is and other significant British monarchs/politicians	How to use a timeline to understand periods of history
<b>Assessment</b>	Pupil voice, regular formative assessment, discussion and quizzes.				Summative assessment in the form of the 'Innovate' and 'Express' stage of Cornerstones projects.			
<b>Impact</b>	<b>Quality of Education</b>		<b>Behaviour and Attitudes</b>			<b>Personal Development</b>		
	Children are chronologically secure and have a sound understanding of historical events, locally, nationally and globally and how these link together.		Devise historically valid questions about change, cause, similarity and difference, and significance. Show respect when learning about the struggles of people in the past developing an understanding of how we can learn from the past.			They should construct informed responses that involve thoughtful selection, making connections in what they have learnt. Understand how thinking critically about where we get our information from helps to decide its reliability.		