



INTENT, IMPLEMENTATION, IMPACT - STRAND SCHEME OF WORK.

The curriculum is designed with our pupils and the Skidby community in mind. At Skidby CE VC Primary School we strive to be ‘A Christian School in a small community, making a big difference.’ This vision underpins every decision we make and drives the curriculum we teach. Though their educational journey with us we will develop the knowledge of every individual, help them to understand the challenges they will face in life and ultimately develop their skills to cope in an ever-changing society with the aim of helping the children to become respectful, responsible and resilient members of the community.

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Subject	Relevant Curriculum Statements	Related Vocabulary
HISTORY-CHRONOLOGICAL UNDERSTANDING	EYFS	“To talk about past and present events in their own lives and in the lives of family members.” House (T1) Asked (T1) Looked (T1)
	KS1	“They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.” Hour (T2) Parents (T2) Father (T2)
	KS2	“Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.” Remember (T3) Soldier (T3) Community (T3)
SCHOOL AIMS Our curriculum focuses on these three key Christian values, giving children a deep level of knowledge and understanding to help them make their own decisions about how they can make a ‘big difference’. <ul style="list-style-type: none"> ✓ Respect ✓ Responsibility ✓ Resilience 		BRITISH VALUES <ul style="list-style-type: none"> ✓ Democracy. ✓ The rule of law. ✓ Individual liberty. ✓ Mutual respect. ✓ Tolerance of those of different faiths and beliefs
CULTURAL CAPITAL Children may demonstrate an understanding of different culturally significant events and draw on the importance of how the world has changed over time. They will relate historical events to the impact not only to their immediate lives, but in a wider setting such as community, British values and cultural relevance, drawing on their understanding to develop context of socio-economic change over the years in both Britain and the World.		
IMPLEMENTATION AND SEQUENCING		
What will be made, produced, performed, or published?		
Children will produce a piece of work, demonstrating their knowledge and understanding. They will participate in a sequence of lessons with a historical focus, producing a range of evidence.		
What sequence of activity and pedagogy will be undertaken?		
EYFS: Pupils begin to answer questions about what happens next. Year 1: Pupils recognise the difference between present and past in their own and other people’s lives. Year 2: Pupils show their developing sense of chronology by using terms concerned with the passing of time. Year 3: Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time. Year 4: Pupils show their increasing understanding of chronology by recognising that the past can be divided into different periods of time. Year 5: Pupils begin to show factual knowledge and understanding of aspects of the history of Britain. Year 6: Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world. Mastery: Pupils use factual knowledge and understanding of the history of Britain and the wider world to identify changes within and across different periods.		
IMPACT		
What knowledge will the children have embedded?		
Children will be able to recall specific historical events, appropriate to age. They will demonstrate an understanding of the key moments within the event, the historical people involved and the impact it has had on current British society and the World.		
What retention may be demonstrated?		
Here are some example questions that may be used to assess children’s understanding. EYFS: How are things different now from when you were a baby? KS1: How are your toys different to the toys that your parents/carers had when they were your age? Why do you think they are different? KS2: Can you place these key events from WWII on a timeline? <ul style="list-style-type: none"> • Start of WWII • D-day 		