



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.

Subject			Relevant Curriculum Statements		Related Vocabulary	
HISTORY-HISTORICAL ENQUIRY	EYFS	“They begin to understand the similarities and differences between themselves and others, and among families, communities, and traditions.”	Past (T2) Changed (T1) Different (T1)			
	KS1	“Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.”	Source (T2) Improve (T2) People (T2)			
	KS2	“Children should understand how our knowledge of the past is constructed from a range of sources.”	Monarchy (T3) Empire (T3) Research (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’.			BRITISH VALUES			
<ul style="list-style-type: none"> ✓ Respect ✓ Responsibility ✓ Resilience 			<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. 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. They will compare sources of information relating to key historical events, 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: Children begin to identify things from their past, and think about how things have changed as they have grown.						
Year 1: Children find answers to some simple questions about the past from sources of information.						
Year 2: Children observe or handle sources of information to answer questions about the past on the basis of simple observations.						
Year 3: Children use different sources of information to answer questions about the past.						
Year 4: They are beginning to select information from different sources to answer questions about their past.						
Year 5: They are beginning to select and combine information from different sources to answer questions about the past.						
Year 6: Using their knowledge and understanding pupils are beginning to get sources of information and identify those that are useful for particular tasks.						
Mastery: Using their knowledge and understanding they identify and evaluate sources of information, which they use critically to reach and support conclusion.						
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: What has changed since you were a baby? Can you remember a time you could not do something (e.g. button up coat)?						
KS1: Can you name a historical period of time? Why is it remembered?						
KS2: Can you describe what life was like for an evacuee during WWII? What has changed and why?						