



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-KNOWLEDGE AND UNDERSTANDING	EYFS	“Children talk about past and present events in their own lives and in the lives of family members”	Past (T1) Changed (T1) Different (T1)
	KS1	“Children should know about significant historical events, people and places.”	Decade (T2) Century (T3) Impact (T3)
	KS2	“Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history...They should note connections, contrasts and trends over time.”	Chronology (T3) Society (T2) Civilisations (T2)

<p>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’.</p> <ul style="list-style-type: none"> ✓ Respect ☐ Responsibility ✓ Resilience 	<p>BRITISH VALUES</p> <ul style="list-style-type: none"> ✓ Democracy. ✓ The rule of law. ✓ Individual liberty. ✓ Mutual respect. ✓ Tolerance of those of different faiths and beliefs
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CULTURAL CAPITAL
Children may demonstrate an understanding of different culturally significant events. They will relate history events to the impact not only their immediate lives, but in a wider setting such as community, British values and cultural relevance. They will compare 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 including written work, discussion and role play

What sequence of activity and pedagogy will be undertaken?

EYFS: Children can write about themselves in the past and can show an understanding of the concept of past and present in relation to their life.
Year 1: Children look at the lives of significant individuals in the past. They can show an understanding of the concept of passing of time over centuries.
Year 2: Children explore the lives of significant individuals in the past showing an understanding of the concept of passing of time over decades and the impact it has had on civilisation.
Year 3: Children examine the lives of significant individuals showing an understanding of the concept of important change in history.
Year 4: Children study the lives of significant individuals and show an increasing understanding of the chronology of the time periods.
Year 5: Children investigate the lives of significant individuals communicating their understanding of what significance the individuals have had on history.
Year 6: Children scrutinize the lives of significant individuals communicating their understanding of the impact and legacy the individual has had on history
Mastery: They use their factual knowledge and understanding of the history of Britain and the wider world to describe past societies and 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: 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 famous historical person? Why are they remembered?
KS2: Can you describe a society where life would have been different for a child your age? What has changed and why?