



William Shrewsbury History Curriculum Intent 2019 -20

If you don't want to learn, no one can make you. If you are determined to learn, no one can stop you.

Intent	Implementation	Impact
<p>To enable children to become critical thinkers about the world and to know how to learn from the mistakes of the past.</p>	<ul style="list-style-type: none"> • We will plan engaging lessons that interest children and developing their thinking and decision making. • We will encourage the children to ask and answer questions and to think critically about the sources of historical information and be aware of the possibility of bias towards certain groups. 	<p>Children speak confidently about times in history, understanding the implications of certain actions and events.</p> <p>Children are able to explain that some decisions made in the past had very negative implications and can begin to understand how these events happened.</p>
<p>To enable children to understand how life has changed over time.</p>	<ul style="list-style-type: none"> • To develop a sense of chronology by studying significant periods in history. • Use a variety of sources to learn about life in the past (artefacts, photographs, videos etc). • To introduce children to inspirational characters from the past and their impact on historical events. 	<p>As they grow older and study different periods of history, children develop a more refined sense of chronology and can order the topics that they have studied over the course of their time at school (and some that they may not have studied in detail).</p>
<p>To inspire a sense of curiosity to know more about the past.</p>	<ul style="list-style-type: none"> • To set up opportunities for children to find out about the past from a variety of sources by themselves. 	<p>Children are engaged in hands on learning where they are keen to ask relevant questions to find out more.</p>



Intent	Implementation	Impact
	<ul style="list-style-type: none"> • To plan lessons that allow time to analyse discuss and debate • To plan a range of visits and visitors, handle artefacts, use pictorial evidence, take part in role play and watch historical footage 	
<p>To ensure deep learning of key vocabulary, facts and dates from British history.</p>	<ul style="list-style-type: none"> • Recap previous year group learning to give an understanding of where new learning will take us. • Use a clear and progressive overview to ensure children are given opportunities to develop their knowledge of key facts and dates. • Use knowledge mats to capture some key facts and vocabulary associated with a particular time in history. 	<ul style="list-style-type: none"> • Children can talk about some of the features of a time that they have studied eg clothing, buildings, objects in everyday use, famous people, inventions, ways of life etc • As they move through the school, they can increasingly use and communicate this knowledge in different ways. Eg in creative writing, PPT presentations, Art work, drama etc.
<p>To ensure the children are aware of their own identity and the challenges of their time.</p>	<ul style="list-style-type: none"> • Plan lessons to allow children to recognise and understand changes within their own living memory. • Teach children how these changes have had an impact on global society. 	<ul style="list-style-type: none"> • During discussions, children will be able to use vocabulary which relates to the past that they are unfamiliar with, e.g. video-recorder, vinyls, telephones, black and white TVs, etc.



Intent	Implementation	Impact
	<ul style="list-style-type: none">• Plan research projects where the history is personal to the child in terms of events, people and places.	<ul style="list-style-type: none">• They start to show an awareness of the impact of modern technology• Children are able to research at home people or events that have an important contribution to their families and their own lives both personally, socially.