



History Intent, Implementation, and Impact Statement

Intent

At Cecil Gowing Infant School, our intent for the History curriculum is to ignite curiosity and foster a deep understanding of the past among our pupils. We aim to help them appreciate the significance of historical events, figures, and developments while promoting critical thinking and a sense of identity. Our curriculum is designed to encourage resilience, creativity, and kindness, reflecting our core values.

We believe that studying history is essential for pupils to understand their place in the world and the diverse cultures that shape our society. By integrating outdoor learning experiences and continuous provision, we provide opportunities for pupils to explore historical concepts in a hands-on manner, making connections between the past and their own lives.

Implementation

Our History curriculum is implemented through a structured approach that includes:

- **Engaging Storytelling:** We use storytelling as a key method to bring history to life. Pupils learn about significant events and figures through engaging narratives, fostering their interest and understanding.
- **Outdoor Learning:** We incorporate outdoor learning experiences, such as visits to local historical sites, museums, and nature walks, where pupils can observe and engage with history in their community. These experiences enhance their understanding of historical context and relevance.
- **Continuous Provision:** In both EYFS and KS1, we ensure that historical resources, such as artefacts, timelines, and books, are available for independent exploration. This encourages pupils to engage in spontaneous historical inquiry and play, fostering a love for learning about the past.
- **Thematic Units:** Our curriculum includes thematic units that explore different aspects of history, such as family history, local history, and significant events. This approach allows pupils to make connections and understand the broader implications of historical developments.
- **Use of Manipulatives and Representations:** We incorporate manipulatives, such as timelines and maps, to help pupils visualise historical events and understand their significance. This hands-on approach aids in building a rich network of historical knowledge.

- **Problem-Solving Strategies:** Pupils are encouraged to ask questions and engage in discussions about historical events, developing their critical thinking and problem-solving skills. This approach helps them to analyse sources and draw conclusions based on evidence.

Impact

The impact of our History curriculum at Cecil Gowing Infant School is reflected in:

- **Pupil Engagement:** Pupils demonstrate enthusiasm for history, actively participating in discussions and activities. They show a keen interest in learning about the past and how it relates to their lives.
- **Knowledge and Understanding:** Through continuous provision and outdoor activities, pupils develop a solid understanding of key historical concepts, timelines, and vocabulary. They can articulate their thoughts about historical events and figures.
- **Critical Thinking Skills:** Pupils learn to ask questions, analyse sources, and draw conclusions based on evidence. They develop resilience as they engage with different perspectives and interpretations of history.
- **Sense of Identity:** By exploring their own history and the history of their community, pupils gain a sense of identity and belonging. They learn to appreciate the diversity of cultures and experiences that shape our society.

In summary, our History curriculum at Cecil Gowing Infant School is designed to inspire curiosity, enhance learning through outdoor experiences, and provide a supportive environment where every pupil can thrive as a historian. By incorporating evidence-informed practises, we aim to create a meaningful and impactful learning experience for all pupils.