Amport CE (Aided) Primary School

COURAGE COMPASSION RESPECT

Intent Statement

HISTORY

Intent

Children will be curious and enthusiastic about the past and value the importance of studying history

Implement What actions will be taken to address this?	Impact What is the impact? How do you know?
• Use of Hampshire Six Step enquiry approach • Educational visits such as The Titanic Museum, Ufton Court and Hillier's • Visitors to school e.g. The Open Box Theatre Company • Use of the History Curriculum Centre artefact loan boxes • Use of high quality SLS books to support learning • History lessons blocked appropriately for each year group to provide a rich, immersive learning experience	• Pupil conferencing show that children are enthusiastic about their learning in history and can explain why it is important that it is studied • Within history lessons, there is a high level of engagement and quality dialogic talk, and children ask questions to enhance their understanding.

Claire Croft
November 2025

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History Curriculum Intent

Intent **Children will have a coherent, chronological narrative of the history of the British Isles**	
Implement What actions will be taken to address this? • Long term two-year cycle planning ensures that the history of the British Isles is studied chronologically • Use of six-step enquiry approach through Hampshire enquiry packs- e.g. Alfred the Great • Timeline available for all classes to use. Before each history topic, children look at the timeline to see where it connects with other areas of history which have been studied. As the timeline is large, the hall may be the best place to display it. • After each history topic, each class create and add a symbol for the beginning and ending of that historical era.	Impact What is the impact? How do you know? • Work sampling shows that children have a good understanding of the historical period studied • Pupil conferencing determine that children have a coherent awareness of the length of periods of British history and the relation between each period

Intent **Children will know and understand significant aspects of the history of the wider world**	
Implement What actions will be taken to address this? • Use of six-step enquiry approach through Hampshire enquiry packs- e.g. The Greek Legacy • Teaching the overview of Early and Ancient Civilisations and how these relate to one another in upper KS2 • Timeline to be used at the start and end of each unit • Maps to be used in KS2 to show the locations of each period of history studied	Impact What is the impact? How do you know? • Work sampling shows that children have a good understanding of historical civilisations around the world • Pupil conferencing establish that children have a clear awareness of the locations of Early and Ancient civilisations and the relation between these
Intent **Children will explore tier three historical vocabulary**	

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History Curriculum Intent

Implement What actions will be taken to address this?	Impact What is the impact? How do you know?
• Introduce topic specific vocabulary to children during each history unit • Historical word banks are provided for each unit • Children encouraged to use historical vocabulary within verbal and written responses	• In history lessons, children have access to primary and secondary sources of information • Work sampling and pupil conferencing show that children use tier three vocabulary in their responses to the key enquiry question

Intent **Children will be equipped with the necessary skills to become reflective historians**	
Implement What actions will be taken to address this?	Impact What is the impact? How do you know?
• History is taught mainly as a discrete subject • Use of the Hampshire progression in history skills to ensure children develop the appropriate historical skills for their year group • Use of 'promoting good dialogue in history' to encourage perceptive questioning and deep, critical thinking • Implementation of high-quality enquiry questions using the Hampshire six-step enquiry packs • Texts and extracts selected carefully and include primary and secondary sources of information. All children will be exposed to high quality, aspirational texts with scaffolding when needed • On occasions, the final, imaginative product will link with English. Their final imaginative product will bring together all learning from the topic and can be expressed in a variety of ways.	• Assessment of history skills for each unit show that children are working at age related expectations • Within History lessons, children use a high level of dialogic talk to reflect critically on historical sources • Work sampling show that children use a range of sources to construct thoughtful and informed responses to their enquiry questions

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