

Intent: What do we want children to learn?

We aim to make all children aware of the actions of important people in history and enable children to know about significant events in British history, whilst appreciating how things have changed over time. History will also ensure our children understand how Britain developed as a society, contributing to their understanding of their country of residence. Furthermore, our children will learn about aspects of local, British and Ancient history.

This wider awareness leads to the children having some knowledge of historical development in the wider world. We believe that by allowing the children to understand the importance and enjoyment of History through different opportunities, they will become enthused learners in History. In History at our school, we will also give children opportunities to develop their skills of enquiry, investigation and analysis.

History Intent, Implementation and Impact Statement



Implementation: How do we do it at Rodbourne Cheney?

- A stepped progression that will build on and consolidate prior knowledge and skills, starting in EYFS into KS1 and KS2.
- Cross curricular links to the wider Rodbourne Cheney Primary curriculum, providing opportunity to re-visit and expand on prior learning, facilitating greater knowledge and skills retention.
- Planning for each block and year group, which identify hooks, vocabulary, prior learning, learning objectives, skills and knowledge to be incorporated into each unit of work.
- Knowledge Organisers for each block of work and year group, which identify key vocabulary, target embedded 'sticky' knowledge. These will be used by teachers and students throughout the units of work, and will also be shared with parents.
- Children are given opportunities, where possible, to study artefacts leading to enquiry, investigation, analysis, interpretation, evaluation and presentation.
- We plan for effective use of educational visits and visitors, to enrich and enhance the pupil's learning experience and the History curriculum.
- Teachers will use effective Assessment for Learning strategies within their teaching to ensure misconceptions are highlighted and addressed. The use of KWL grids and children creating their own individualised double page spread knowledge organiser will support with the assessment of children's understanding of their unit of work.

Key areas for development:

- To ensure consistent vocabulary definitions are used across the school for key historical vocabulary
- To introduce parallel (or stacked) visual timelines in classrooms to provide children with an understanding of where historical events happened in history and make links with events that happened during similar periods.



Impact: What are the outcomes and strengths?

At Rodbourne Cheney Primary School the history curriculum will:

- Enable pupils to be confident and to be able to talk about what they have learnt in history using subject specific vocabulary.
- Enable pupils to gain strong history knowledge and understanding and have an extensive base of historical vocabulary. The firm foundation of factual and disciplinary knowledge will create a smooth transition to their next stage of their education.
- Lead pupils to be enthusiastic and passionate history learners, who have a sense of curiosity of the world, its history and people of the past.
- Have a passion for and commitment to the subject and a real sense of curiosity to find out about the history of the world and the impact it has had on our lives today.