



Our aim at Rodbourne Cheney Primary School is to encourage our pupils to develop an appreciation, understanding and a thirst for knowledge of the past. Our intention is to improve every pupil's cultural and historical understanding of the world around them, including their own heritage.

**“We are not makers of history. We are made by history.”
Martin Luther King, Jr.**

At Rodbourne Cheney Primary School, through the teaching of History, we propose to:

- Provide children with a love and appreciation of the past
- Inspire and enthuse children's historical knowledge, enabling them to become inquisitive and curious learners
- Stimulate all children's interest and understanding about the life of people who lived in the past.
- Teach children a sense of chronology
- Develop a sense of identity and a cultural understanding based on children's historical heritage.
- Learn to value our own and other people's cultures in modern multicultural Britain.

Intent

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 Implementation

The History Subject Leaders lead and oversee the subject, to promote sustainable, continuous improvement by leading a regular programme of monitoring, evaluation, review and sharing of good practice.

The curriculum incorporates the statutory requirements of the History programmes of study from the National Curriculum and other experiences and opportunities, which best meet the learning, and the developmental and aspirational needs of the children in our school.



The teaching, learning and sequencing of the History curriculum will follow and include:

- A stepped progression that will build on and consolidate prior knowledge and skills, arching across the Early Years Foundation Stage (EYFS) curriculum, though the Key Stage 1 (KS1) and Key Stage 2 (KS2) National Curriculum. This should be a foundation for the Key Stage 3 (KS3) curriculum.
- 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.
- A blocked curriculum map detailing three units of History per annum.
- 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.
- Disciplinary knowledge woven into the curriculum will incorporate:
 - Data gathering
 - Critical analysis of sources and resources.
- 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.

EYFS

The Early Years Foundation Stage Curriculum supports children's understanding of History through the planning and teaching of 'Understanding the World'. This aspect is about how children find out about past and present events in their own lives, their families and other people they know.



Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, growing plants, observing the passing of seasons and time and looking at photographs of their life and of others. Practitioners encourage investigative behaviour and raise questions such as:

- 'What do you think?'
- 'Tell me more about?'
- 'What will happen if..?'
- 'What else could we try?'
- 'What could it be used for?'
- 'How might it work?'

Use of language relating to time is used in daily routines and conversations with children for example, 'yesterday', 'old', 'past', 'now' and 'then'.

Impact

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.

At Rodbourne Cheney Primary School, we are HISTORIANS! Our children will grow up loving history. They will have no limits to what their ambitions are and grow up wanting to be archivists, museum curators, archaeologists or research analysts.