Intent

At Roose School, we are committed to bringing history to life by teaching and learning through and from history. We believe that it is in studying and understanding life and events in the past that we can come to an understanding of life in the present, and what we may be preparing for the future.

We strive for a high quality history curriculum, which inspires children to question, and learn through questioning.

Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world. The children know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past. They understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

We study local and world, ancient and modern history. We aim to understand the reasons for events and developments and apply this understanding to the improving of life as we live it. The skills developed in the study of history are far reaching and can affect all aspects of our lives.

Our local history studies are imbedded throughout the curriculum and aim to make children more aware and have pride in the area they come from and the achievements of people from their local area, making links to events in the UK and wider world.

Aims:

The national curriculum for history aims to ensure that all pupils:

* know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
* know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
* gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
* understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
* understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
* gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Implementation

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History has been planned alongside and to complement geography in a single long term Humanities plan which covers all aims of the National Curriculum repeatedly to ensure retention and progression. Topics are generally half-termly and are taught in a cross-curricular way wherever possible; for example, clay work and coil pots in DT to work alongside the Stone Age and English topics use research skills to enhance learning of significant historical figures.

At Roose, we aim to ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain ‘real-life’ experiences. For example, to looking at our local area and it’s features in Key Stage 1 to exploring the impact and growth of industry within our town and how it has shaped the town in Key Stage 2. We work closely with the local archives who visit school and share their expertise as well as visits to local historical sites such as The Dock Museum and a local study of Furness Abbey. Through work with Heritage England, the curriculum has been developed to encompass local studies, finding out about the people who lived in our area, how they lived and what changes happened and why,

Vocabulary and understanding is vitally important to teaching and learning history so we ensure new vocabulary is taught and displayed for use in the classrooms on the walls and using learning mats on the tables.

We aim to allow pupils to experience history using both primary and secondary sources and use books and other research methods as well as practical experiences, such as a Stone Age den building day and making flour using stone tools.

Monitoring of both history and geography is undertaken annually by the history and geography leads to ensure coverage, quality of work and progression. This is then shared with all staff and governors including actions to ensure we are continually improving.

Impact

Children begin new topics with a mind map to demonstrate any prior knowledge they have of a specific time period or historical figure. This is revisited at the end of a topic where children love to show how much they have learned and understand.

The main impact and measure of this is to ensure that children at Roose are equipped with historical skills and knowledge that will enable them to be ready for the curriculum as they progress through our school, at Key Stage 3 and for life as an adult in the wider world.

We want the children to have thoroughly enjoyed and been inspired learning about history, therefore encouraging them to undertake new life experiences now and in the future.