



## Roseberry Primary and Nursery School



### Curriculum statement for History

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<p>History is held in high regard at Roseberry Primary and Nursery School and it is our aim to instil a love of History in all our children. Studies are informed by the national curriculum and we aim to provide an interesting and varied curriculum that meets the needs of all backgrounds and abilities. We incorporate our area's rich history into our curriculum structure, which is carefully designed to build upon prior knowledge and make links between different time periods.</p> <p>We bring History to life through planned educational visits with the aim of enriching classroom-based learning and inspiring deeper interest in all pupils. Our aim is to inspire children's curiosity and develop a chronological understanding about the past in our own country and the wider world. Children will ask and answer thoughtful questions, think critically, weigh evidence, sift</p>	<p>In History we enable our pupils to learn as young historians. Through enquiry our pupils not only build their substantive knowledge and understanding but become increasingly accomplished at disciplinary thinking, conceptual understanding and the use of specialised vocabulary. We maintain strong links to the National Curriculum guidelines to ensure all aspects, knowledge and skills are taught across all year groups. Our curriculum is taught on a two-year cycle and within phases (Years 1/2, Years 3/4 and Years 5/6). We structure learning in History through big question led enquiries which are both in depth focused and also enable pupils to develop their chronological awareness of themes and issues.</p> <p>Through enquiry our learning and teaching in History is interactive and practical allowing opportunities for</p>	<p>At Roseberry, each enquiry of learning and teaching in History sets out clear objectives and outcomes for the pupils. These outcomes are listed as 'end points of learning' i.e. the criteria against which a pupil will be judged to be making good progress. The schemes of work suggest a range of formative and ongoing ways in which a teacher can assess whether a pupil has achieved the appropriate end points of learning. We ensure that when assessing our pupils, evidence is drawn from a wide range of sources to inform the process including pupil voice which demonstrates that pupils enjoy history and are able to recall their learning over time.</p> <p>The outcomes of each enquiry will inform the teacher's developing picture of each pupil so they are able to plan future learning or address gaps in learning accordingly.</p> <p>We do not make summative judgements about individual pieces of pupil work but rather use</p>

arguments and develop perspective and judgement.

They will develop the knowledge, vocabulary and skills to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

pupils to work independently, in pairs and also in groups of various sizes both inside and outside of the classroom. Learning activities are very varied to ensure that all pupils have opportunities to demonstrate their strengths. Where appropriate we use historical artefacts, visitors, workshops and visits to excite and intrigue our children to find out more about people from the past or what it is like to be around at a particular period in history.

#### **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 through many practical opportunities, investigations and discussions. Vocabulary relating to time is used in daily routines and conversations with

continuous formative assessments to build an emerging picture of what the pupil knows, understands and can do in relation to the end points of learning. Consequently at the end of each enquiry a teacher is able to make an informed and confident 'best fit' judgment as to whether the pupil is making good progress or working at greater depth or has yet to achieve the expected level of development.

	children for example, 'yesterday', 'old', 'past', 'now' and 'then'.	
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