

Rockcliffe CE School Overview for History

Intent

At Rockcliffe C of E Primary School, our intention is that our teaching of History will help pupils gain a passion for the past and a solid understanding about how we learn about what has happened in relation to where we are now. We aim to provide our pupils with an understanding chronology and when events happened in relation to each other. We want to inspire curious, questioning and empathetic minds in all our pupils with a drive to understand others. Our teaching aims to do this by offering a curriculum that is accessible to all and will give pupils the opportunities needed to provide them with the best possible outcomes of their learning.

A key aspect of History is historical enquiry. We aim to show our children how historians/ archaeologists learn and reach conclusions about the past. Using this to model how to ask questions, select, scrutinise and evaluate evidence to allow them to make judgements about the past. Additionally, we believe it is important for pupils to understand there is always more than one perspective about any event and that history has a multi-perspective to consider.

We believe that skills and knowledge should be taught hand in hand. Throughout the school we aim to provide pupils with a secure understanding of chronology, a good understanding of local, British and World history as appropriate to the key stage. Along with key events, significant figures, dates and time periods.

We aim to provide our children with the best possible opportunities to become a Historian themselves. Looking at primary and secondary sources to access the tools to successfully enquire, analyse, considering the accuracy of their interpretations and using the evidence acquired to support their opinions.

As a school we aim to provide opportunities for pupils to link their learning with both other subjects and within the taught history units. History should be immersive and make use of our surroundings and local resources. We believe History should be inclusive of visitors, outdoor visits, excursions and use of sources/artefacts. We believe by encompassing these elements pupils can develop a strong sense of times gone by.

Implementation

How we deliver History.

History is taught in blocks throughout the year, one a term so that children achieve a depth in their learning. The key knowledge and skills that children acquire and develop through each block have been designed to ensure progression between year groups and throughout the school.

Teachers and pupils use a knowledge organiser, the teacher uses as a form of planning and assessment for all pupils Y1 – Y6. Pupils use their knowledge organiser each lesson to assess the previous lessons learning and understanding. Each unit has a knowledge organiser outlining the key vocabulary for the unit and each sessions learning intention. Children have the opportunity to use their knowledge organisers in session to look at key words and learning points as outlined for them. This also enables teachers to show a clear progression from lesson to lesson. By the end of Year 6, all children will have a chronological understanding of British history from Stone Age to the present day. They will be able to draw comparisons and make connections between different time period and their own lives.

Within planning the school's context and local area are also considered, to make the most of the locality and local history links. We aim to enable pupils to learn outside of the classroom as well as inside, using visits to places of interest. Different primary and secondary sources are used to support contextualised learning, as well as the acquisition of key knowledge and skills. We aim to embed and personalise learning as much as possible using visits and local links where possible.

Planning is informed and always starts with the National Curriculum. Teachers are able to use the Cumbria County Council book and artefact boxes to enable all pupils to access learning and learn the difference between sources. Teacher's lesson design is not limited to any scheme or programme and have a range of sources to pull from. Anyone not feeling confident in their subject area will research and develop their skills and always have the option to speak to colleagues to address their concerns and look at planning together. Teachers cater for the varying needs of all learners, differentiating activities where necessary and as appropriate thus ensuring a suitable level of challenge.

Impact

The learning environment supports children in the use of chronology and period specific vocabulary and high-quality models of enquiry.

The majority of pupils achieve age related expectations at the end of each phase.

Clear evidence of continuity and progression across phases in displays and books.

As Historians our children will:

- Be equipped with the skills and knowledge necessary to become enquiry based learners.
- Be prepared for the next stage in their learning at secondary school and beyond.
- Have a secure understanding of chronology.
- To be able to ask questions, deduct information and make informed evaluations to make sense of the world around them.
- Have a deep sense of curiosity, enjoy investigating and deepening their understanding of how the physical world works.
- Have a passion and understanding of the world both past and present.
- Make key links between time periods and understand how events are significant to how we live today.
- Spot similarities and differences between the way others have lived.
- Learn how to become critical thinkers and examine sources as one view point of a time period.