

## Intent

Our aim at Rollesby Primary School is to encourage pupils to develop an understanding of the past and how it has shaped the present. We do this by using our knowledge and understanding to evaluate a range of sources, both primary and secondary. These sources give us an insight into how people around the world used to live and how these interpretations may differ. Pupils are taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day.

Our history also makes a significant contribution to citizenship education by exploring equality, democracy, social, moral, spiritual and cultural issues. We teach children to understand how events in the past have influenced our lives today. We also teach them to investigate these past events and, by so doing, to develop the skills of:

- Chronological understanding
- Knowledge and understanding of past events, people and changes in the past
- Historical interpretation
- Historical enquiry
- And to organise and communicate effectively.

Our history curriculum has been designed to develop these skills through studying the periods of history as set out in the National Curriculum. The National Curriculum states that ‘a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past.’

## Implementation

Our whole curriculum is shaped by our ‘**Drivers**’ which aims to enable all pupils, regardless of background, ability, additional needs, to flourish as learners. When implementing our history curriculum, we ensure that we make as many local, “**community**” links as possible, learning about the place that Rollesby and Norfolk have in the history of our country. We then extend our knowledge outwards so, by the end of Year 6, our pupils have gained knowledge of world history too.

We teach the National Curriculum, supported by units of work published by the Historical Association. Through a rolling program, our history units are planned in a sequential, coherent way with a focus on skills and progression to cater for our mixed age classes. Each unit and lesson are led by an enquiry question. Content, knowledge, vocabulary and skills are planned for at a greater level of detail in the medium term plan. History is delivered through subject specific teaching organised into blocks under a key stage or whole school theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.

### Impact

Our aim is for our pupils to “know more and remember more”. While individual lessons focus on skills, double page spreads are used at the end of each unit to assess how much knowledge, understanding and learning has been retained. The accumulation of this knowledge is then used to answer the unit enquiry question. Book looks show that work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence. Pupils enjoy the subject and are keen to share their work.

Pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also shows that pupils enjoy history and can recall their learning over time. They are particularly enthused by the learning experiences that they meet along the way, e.g. Time and Tide Museum trips, Natural History Museum visit etc.