



Roecliffe CE Primary School

History Rationale

**Intent
and
Implementation**

History Intent

'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. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.' **National Curriculum 2014**

At Roecliffe C of E Primary School, our intent is:

- To provide full coverage of the national curriculum.
- Our aims align with that of the national curriculum:
 - know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day
 - know and understand significant aspects of the history of the wider world
 - gain and deploy a historically grounded understanding of abstract terms
 - understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance
 - understand the methods of historical enquiry and how they have been constructed
- Support children in having **faith** in themselves and others by setting challenging and exploratory tasks. Children will have **courage** to have a go, be resilient, and learn about courage from significant people in the past. Children will **love** one another, so are educated about the past and how we can all learn from historical events.

History Implementation

- Children acquire historical knowledge and skills through our curriculum which is delivered through a variety of in-depth topics across the year.
- We use our progression of skills, knowledge and vocabulary to ensure children build upon prior learning.
- Key aspects and concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout all projects and are developed over time. All projects also develop historical skills based on evidence and historical enquiry.
- Where there are opportunities for making meaningful connections with other projects, history projects are sequenced accordingly.
- History concepts are explored through play based learning opportunities in EYFS and some guided sessions where appropriate.
- In Key Stages 1 and 2, history lessons teach children knowledge as well as develop enquiry and critical thinking skills.

History Implementation

How we make history accessible to all children at Roecliffe: Adapted from National Association for Special Educational Needs (NASEN)

Planning Inclusive Lessons

When learning new content at Roecliffe, learners must connect this to what they already know to develop a sense of chronology. This means that it is important that our learners develop secure understanding of previously taught concepts and procedures. We encourage learners to ask questions about their learning and we build in opportunities for small group and whole-class discussions. This is supported with the use of visuals where possible so that children are supported to contextualise new learning in a meaningful way.

Creating an Inclusive Environment

In creating a conducive learning environment at Roecliffe, lessons are planned to follow on from prior learning, this can be both from the lesson before, or the academic year before. Our curriculum enables this by making sure that key concepts and procedures systematically develop over time. It is also important that our curriculum plans try to pre-empt misconceptions by making sure content is taught in a logical order. Key vocabulary is displayed and discussed to enable all learners to access content.

History Implementation

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Curriculum Considerations

As learners progress through each key stage, their knowledge of chronology is developed and deepened. A range of sources and artefacts are used to help our children learn and make sense of abstract content.

Strategies to Scaffold Learning

- In a Roecliffe history lesson we may provide topical word banks and picture cards that children can point or refer to when explaining key concepts.
- We support the child to independently, or with a teaching assistant, collate word/picture banks on a mini whiteboard/paper during the teaching input to support their independent learning activity.
- Bring abstract concepts to life through the use of a range of sources of information, artefacts and comparisons.
- We scaffold learning to make it accessible for all, this may include providing a diagram with some parts already labelled.
- We refer to language regularly during lessons and, where applicable, throughout the school day, as this will embed the vocabulary and build stronger links and associations
- History does not always follow the same lesson format and structure so, when appropriate, we prepare learners in advance by explaining how the lesson will run.