



History at Rosecroft Primary School

Intent:

History is an exciting and engaging part of our school's curriculum. Our Curriculum has been carefully mapped out so that all pupils leave primary school equipped with an understanding of the past that paves the way for their future. History has a high profile and our classes are named after influential historical figures to inspire the children.

Throughout their journey in history, pupils will acquire a breadth of knowledge of **places and people, and significant events through time**. Pupils will be given the opportunity to develop their ability to **ask perceptive questions, think critically, analyse evidence, examine arguments, develop judgement, and understand differing perspectives**.

We hope that these skills will support pupils to reflect on the constant process of historical change and the diverse nature of societies and relationships, equipping them as global citizens to face the challenges of their lifetime.

Knowledge and skills that we intend our pupils to develop:

- **Substantive concepts:** discovering and understanding the driving forces behind events in human history.
- **Disciplinary concepts:** building the understanding necessary to become young historians.
- **Historical enquiry:** developing analytical and investigative methods for approaching historical questions

All of the topics for History curriculum have enquiry questions for the children to explore. Our curriculum ensures that children develop both **substantive** ('the what') and **disciplinary** ('the how') knowledge. Over time, pupils will build up their understanding of substantive concepts such as chronology, power and civilization.

Implementation:

Our History curriculum is led by the national Curriculum to ensure appropriate coverage.

Planning and Teaching

At Rosecroft we begin each History unit with a link to prior learning, vocabulary study and knowledge organiser/'front page'. Lessons begin with the sharing of the learning intention. Working walls are used to reinforce and consolidate children's learning. Key facts and vocabulary are displayed along with time lines.

We bring history to life by planning for a variety of learning experiences; investigating artefacts, reading secondary sources of information, debating a question, studying a map, listening to a story, examining images and watching video clips from documentaries or re-enactments. Historical recording is also planned. Writing notes, making lists, adding labels to artefacts or developing historical reports are all valuable learning outcomes for history. This will be sequenced so that new knowledge builds on what has been taught before.

Early Years Foundation Stage (EYFS)

Our History curriculum begins in EYFS. The children begin by learning about themselves, their family members and family history in Nursery. Here they develop an understanding that we all have different experiences (Bonfire Night, Remembrance Day). In Reception the children progress to understand historical concepts of chronology (through story sequencing and reflecting on the school year) and significance (looking at Guy Fawkes, Floella Benjamin and Space).

Key Stage 1 (Years 1 and 2)

In Key Stage 1, pupils develop their understanding of the past - beginning with familiar objects and places within living memory before moving beyond living memory. Pupils study toys and transport in Year 1. They then further develop their understanding of the past by studying the lives of significant individuals (Charles Darwin, Thomas Farriner/Samuel Pepys, Edith Cavell) as well as studying a significant event beyond living memory (Great Fire of London).

Key Stage 2 (Years 3 to 6)

In Key Stage 2, the curriculum divides into two main strands: a study of Britain's past and a series of studies focusing on civilisations and people around the world. This narrative of British and World History has been arranged so that children gain a chronological understanding of the historical eras and events they are studying and link them to others that they have studied. Children are supported to identify connections, contrasts and trends over time and develop the appropriate use of historical terms

SEND

We do not lower our expectations, but adapt teaching and learning in order to elevate the child. Strategies such as retrieval, prior knowledge recaps, breaking down of instructions, use of visuals, sensory breaks, 'first and then' and specific resources are used to adapt learning. Some children have specific adaptations relating to individual plans.

Links across the curriculum are made with English texts and various other subject areas to enable the children opportunities to immerse themselves in the learning. Units about world civilisations have been linked to the geographical studies of continents focused on in each year group e.g. **Year 3** History Ancient Egypt and Geography Countries and continents around the world, **Year 4** History Roman Empire and Geography Italy Volcano study, **Year 5** History Ancient Greece and Geography Athens/London comparison, **Year 6** History Mayan Civilisation and Geography Amazing Americas focusing on chocolate trade.

Local studies are also linked; **Year 3** History Norwich Castle and Geography UK cities, **Year 4** Local History, Robert Kett with Geography local map work, **Year 6** History WWII and Geography Rivers and their significance during the war.

We ensure that **British values and Citizenship** are interwoven in the planning, teaching and learning of History at Rosecroft. Black History Month (October) and Women's History Month (March) are celebrated across the school through assemblies and projects. History is consistently linked to the local area for all year groups.

Here is our curriculum overview:



History Overview, Nursery to Year 6

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Making sense of who we are/ Who is special to us?	Making sense of who we are/ Who is special to us?	Family members in our house/ To learn about my friend's family.	Family members in our house/ To learn about my friend's family.	Learn about my own family's history / Parent history and interesting facts.	Learn about my own family's history / Parent history and interesting facts.
Reception	Understanding the World, Our Lives.	Understanding the World, Our Lives.	Understanding the world past and present.	Understanding the world past and present.	Understanding the world, local history study of Attleborough	Understanding the world, local history study of Attleborough
Year 1	Ourselves / Toys throughout Time	Ourselves / Toys throughout Time	Changes in Living Memory - Transport	Changes in Living Memory - Transport	Significant People – Charles Darwin	Significant People – Charles Darwin
Year 2	Great Fire of London Significant person: Thomas Caution	Great Fire of London Significant person: Thomas Caution	Significant people: Edith Cavell during World War 1	Significant people: Edith Cavell during World War 1	Changes in my coastline	Changes in my coastline
Year 3	Changes in Britain through the Stone Age, Bronze Age & Iron Age	Changes in Britain through the Stone Age, Bronze Age & Iron Age	Local History Study – The History of Norfolk and how aspects of national history have affected this locality.	Local History Study – The History of Norfolk and how aspects of national history have affected this locality.	Ancient Egypt – Exploring the achievements of the earliest civilizations.	Ancient Egypt – Exploring the achievements of the earliest civilizations.
Year 4	The Roman Empire and its impact on Britain	The Roman Empire and its impact on Britain	The Tudors Local history study – Robert Kett	The Tudors Local history study – Robert Kett	Britain's settlement by Anglo-Saxons and Scots	Britain's settlement by Anglo-Saxons and Scots
Year 5	Ancient Greece – A study of Greek life, achievements and their influence on the western world.	Ancient Greece – A study of Greek life, achievements and their influence on the western world.	Thematic and post 1066: Crime and Punishment	Thematic and post 1066: Crime and Punishment	The Vikings – A struggle for the Kingdom of England through Viking raids and invasions.	The Vikings – A struggle for the Kingdom of England through Viking raids and invasions.
Year 6	World War Two (WWII)	World War Two (WWII)	Maya Civilization	Maya Civilization	Changes in Monarchs	Changes in Monarchs



Enrichment

At Rosecroft Primary, we promote the learning of History through cross-curricular activities and an enrichment programme of visits, visitors and workshops, designed to awaken and inspire our pupils' inquisitiveness about the past:

Reception – Local area walk (Local History study of Attleborough)

Year 1 –Toy workshop and parent/grandparent visitors (Toys)

Year 2 -Ancient House (Great Fire of London), Norwich Cathedral (Edith Cavell)

Year 3 –Gressenhall for a Neolithic Britain life and farming day. (Stone Age to Iron Age)

Year 4 –West Stow (Anglo-Saxons)

Year 5- Ancient House Museum's Thomas Paine day (Crime and Punishment)

Year 6 – Gressenhall – WW2 evacuee day. Later in term WW2 enrichment day in school

Impact:

Key historical skills, concepts and knowledge are mapped through a sequence of NC statements describing the expectations for pupils in each Year group. Teachers assess against Learning Objectives in individual lessons which are derived from the medium-term plans. These are shared with the children and referred to in every lesson.

Each lesson begins with a recap on prior knowledge, giving the teacher an opportunity to address any key issues or misconceptions. Throughout the lesson we build in opportunities for retrieval through use of mini whiteboards, talk groups and questioning. Feedback is used to move the learning forward. Where gaps in knowledge are identified these are addressed on the spot, or if it is a gap for a group of pupils, the teacher will plan to cover it again in future lessons.

Assessment is also carried out through the answering of key questions for topics and formative assessment which takes place in all lessons through cumulative low-stakes quizzing. Children are teacher assessed at the end of each unit against the school's knowledge and skills progression for the unit. This is recorded and mapped on a whole school spreadsheet. The work produced also evidences the children's understanding and pupil voice shows us that most children are able to recall what they have learned previously.