



# 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 Cornerstones Curriculum which is delivered through a variety of in-depth topics across the year.
- We use the Cornerstones 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. For example, the project Dynamic Dynasties is taught alongside the art and design project Taotie to give children a better all-round understanding of ancient Chinese arts and culture.
- All history projects are taught in the Autumn and Summer terms, with opportunities to revisit historical concepts in some of the Spring term Geography projects.
- 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.