



**At Roding, we are 'Free to Achieve.'**



Ambition



Compassion



Curiosity



Independence



Resilience



Respect

## History

### **Curriculum Intent**

At Roding Primary School, the History curriculum is designed to inspire a curiosity about the past, equipping students with both substantive knowledge (the factual content about the past) and disciplinary knowledge (the skills historians use to investigate the past). Our intent is to develop a well-rounded understanding of history that connects students with significant people, events, and how these have shaped the modern world.

The curriculum is carefully sequenced to ensure continuity and progression. It builds upon prior knowledge, allowing for the revisiting of key historical concepts to deepen understanding. Through the use of carefully selected historical content, children progressively develop the ability to think critically, compare, and evaluate historical evidence.

Technical vocabulary is at the heart of historical learning. Terms like "civilization," "empire," "democracy," "chronology," and "artefact" are explicitly taught and applied throughout all year groups, ensuring students are able to discuss and analyse historical contexts with precision.

The scope of our history curriculum covers key historical periods, people, and events, both in British and world history. From learning about ancient civilizations to significant events like the Great Fire of London and World War II, students are challenged to engage with complex historical ideas.

### **Curriculum Implementation**

Our History curriculum is a skills-based curriculum, and as such there is a clear progression in skills as children move through the school from EYFS to Year 6. These skills include:

- Chronological knowledge and understanding
- Historical technical vocabulary
- Historical enquiry – using evidence/ communicating ideas
- Interpretation of history

Content is also sequenced in a way that allows the gradual introduction of first order concepts linked to appropriate units as the children progress through the school. These concepts include:

- Civilisation
- Innovation and legacy
- Religion
- Culture
- Power
- Empire
- Conflict
- Democracy
- Invasion

Throughout each unit, pupils study significant figures and their impact on society, such as monarchs, political leaders, inventors, and reformers, as well as key events such as wars, revolutions, and movements that have transformed societies. In order to ensure that the curriculum is relevant to our pupils, links have been made to locally significant historical people, places and events where possible.

We believe that although it is important for the children to learn about British history, it is also vital to know and understand key historical developments within the wider world. Throughout KS2 (in particular), children are encouraged to draw comparisons between different periods of time and different civilisations.

The curriculum is inclusive, ensuring that all pupils, regardless of ability, can engage with the material. High expectations are set for all students, with scaffolding and challenge in place to support and stretch learners as needed.

At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out during a pre-assessment, which is recorded within their Curriculum Overview books. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points.

Knowledge Organisers are stuck in children's History books at the start of each new topic in order to support them with their learning. These include key vocabulary, key individuals/ places and a timeline of events. Each lesson includes a vocabulary task to reinforce the learning of key vocabulary and pupils are encouraged to use it within their learning outcomes.

At the end of each unit, children showcase their learning by completing a post-assessment piece of work. Teachers will use formative assessment methods in order to adapt learning and gain an understanding of the levels of understanding by the pupils.

Knowledge from each topic is complemented by relevant non-fiction texts and where appropriate, core texts which are taught in the children's reading and writing lessons.

Enrichment activities include onsite events such as the Year 2 Great Fire of London workshop, Greek Day in Year 5 and the Year 6 WW2 workshop. Off-site enrichment activities include Year 3 visiting the British Museum to handle replicas of Ancient Egyptian artefacts, the Year 3 trip to a Stone Age workshop at Valence House and the Year 4 trip to a Roman amphitheatre.

Throughout the year, Key Stage assemblies commemorate key historical events, including: Guy Fawkes, Remembrance Day and Rosa Parks Arrest Anniversary. Additionally, each year group delivers a performance to parents, many of which link to the History curriculum.

The discipline of History is further promoted at Roding via an exciting range of Home Learning tasks, which are celebrated during Open School and Parents' Evenings.

## **Curriculum Impact**

All staff are following the Strive 4 curriculum and there is evidence of vocabulary tasks being used to develop pupils' understanding. A wide range of learning outcomes are evidenced in books, for example pupils develop an understanding of chronology by creating timelines and chronological reports. Enrichment activities, assemblies, year group performances and Home Learning all help to create a 'buzz' about History among the Roding community. A range of the children's learning outcomes are displayed within classrooms and around the school. Pupils are able to speak passionately and knowledgeably about their learning.

The impact of our history curriculum is reflected in the depth of understanding and skills pupils develop. By the end of their primary education, students will have:

- A secure understanding of both British and world history, alongside an awareness of how past events have influenced the present.
- The ability to critically evaluate historical sources and use evidence to support or challenge narratives.
- A broad technical vocabulary that enables them to articulate their understanding of historical periods and concepts.
- A sense of their place within the historical narrative, understanding the significance of past events and their impact on modern society.
- Developed the ability to question, investigate, and form reasoned opinions on historical matters, which will prepare them for further study in secondary school and beyond.