



History at Rackenfurd Primary School

Intent

At Rackenfurd Primary School, we aim to provide and engage pupils with a relevant, exciting and challenging History curriculum which inspires curiosity and provokes thought. A high quality history curriculum will enable pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. A priority of history at Rackenfurd Primary School is that pupils are taught to explore and think critically about the facts and opinions of people and events, leading to an understanding of how historical events and significant figures have shaped the modern world.

Through high quality teaching and resources, we aim to:

- Possess a secure understanding of the chronology of the British Isles and other important periods of history
- Further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies
- Gain and deploy a historically grounded understanding of key vocabulary such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Become increasingly critical and analytical thinkers
- Differentiate between source types and explain how interpretations in history may differ
- Consider historical questions and form their opinions and interpretation of the past

Implementation

We follow the Cornerstones Maestro Scheme.

- During Key Stage One pupils carry out a number of historical investigations which enable them to use and apply basic and appropriate subject vocabulary, subject skills and processes (including evaluating primary and secondary sources of evidence), in order to recognise, identify, describe, observe, reason, recall and begin to explain in simple terms significant historical events and the actions of notable people in history. Concepts such as power and monarchy are introduced.
- Through Key Stage Two (Years 3 and 4) in history, learning and teaching build on the knowledge and understanding, skills and attitudes outcomes at Key Stage One. Pupils use and apply appropriate and increasingly specialized subject vocabulary, concepts, skills and processes to recognize, identify, describe, observe, reason, explain and reach basic conclusions about historical events that have had a significant impact on the United Kingdom and the wider world.
- At Key Stage Two (Years 5 and 6) Cornerstones focus on topics that extend the pupil's historical thinking and subject skills so that they are able to make judgements about things they learn, both from their own personal perspective and through emphasizing with the position of others. In addition, opportunities are provided for pupils to evaluate and critique

both what they have learned and how they have learnt it and to come up with their own questions to investigate.

- History is assessed through the use of double page spreads (following Mary Myatt approach and use of questioning) which allows children to present and share their learning. This informs teacher assessments.

Impact

- Pupils will become increasingly and analytical within their historical thinking, making informed and balanced judgements based on theirs and others' knowledge of the past.
- Pupils will become increasingly aware of how historical events have shaped the world that they currently live in.
- Pupils will develop a better understanding of local, national and world history.
- Pupils will retain prior learning and explicitly make connections between what they have previously learned and what they are currently learning.
- Pupils will confidently use the language of history.
- Teachers will have a secure understanding of pupils historical knowledge and skills and lessons are well planned to meet these needs.