

Rosebrook Primary School History One Page Overview

| Intent | Implementation | Impact | | | | | | | | | | |
|---|---|-----------------------|-----------------------|--------------|--------------|---------|----------|--------|-------|------------|------------|--|
| <p>Core Purpose:</p> <p>To inspire a love of the rich and exciting history in Britain and beyond and for our children to be able to compare and contrast life and times throughout historical periods.</p> <ul style="list-style-type: none"> At Rosebrook, children access a history curriculum that ensures they develop a coherent knowledge of local, British and world history. The curriculum develops children's historical curiosity, helping them develop an understanding of society now and through the ages. Children will know that 'all roads lead to Rosebrook' by regularly exploring their topic through a local lens. Pupils will focus on a particular connecting thread spanning one or more time periods to develop their chronological awareness and understanding of key concepts. Pupils will also look in depth at significant individuals and events to deepen their understanding of the period being studied. Children will use the knowledge they acquire to draw links and comparisons to current news and events through assemblies and their PSHE lessons. | <ul style="list-style-type: none"> Teachers plan using the History progression document, KPI's and long-term plan which are based on the National Curriculum objectives and take into account or curriculum vision; History will be taught every term, though it may not always be the focus; Where possible, children will examine historical artefacts alongside other primary and interpretive sources; In each key stage, children have the opportunity to visit sites of historical significance; Within the foundation stage, children access History through topic work and lessons in Understanding the World, specifically People and Communities. Children know about the past and present events in their own life and in the lives of family members; Children are encouraged to ask and research their own questions; Each lesson will begin with a retrieval task; <p>Substantive and Disciplinary concepts Throughout our school, there are concepts that run through the year groups which allow children to make direct comparisons to their prior learning. These are:</p> <p>Disciplinary Concepts</p> <table border="1" data-bbox="891 826 1471 887"> <tr> <td>Change and Continuity</td> <td>Cause and Consequence</td> </tr> <tr> <td>Significance</td> <td>Civilisation</td> </tr> </table> <p>Substantive Concepts (Connecting Threads)</p> <table border="1" data-bbox="739 962 1624 1015"> <tr> <td>Society</td> <td>Conflict</td> <td>Empire</td> </tr> <tr> <td>Trade</td> <td>Settlement</td> <td>Technology</td> </tr> </table> <p>Assessment</p> <ul style="list-style-type: none"> Evidence available in floor books and project books Teacher assessment using the knowledge performance indicators (KPI's) at the end of each topic Questions are asked by both adults and children to guide how the lesson/sequence of lessons moves forward Retrieval tasks planned into every lesson Pick 'n' Mix assessment completed at the end of each topic <p>Monitoring</p> <ul style="list-style-type: none"> Subject leader to review planning, books and quality of lessons over the year linked to the planning documentation Subject leader action plan identifies priorities for the academic year Learning walks carried out and CPD offered where required | Change and Continuity | Cause and Consequence | Significance | Civilisation | Society | Conflict | Empire | Trade | Settlement | Technology | <p>Through History lessons we seek:</p> <ul style="list-style-type: none"> To foster in children an interest in the past and to develop an understanding of their own history; To enable children to know about significant events and people in British history and to appreciate how things have changed over time; To develop a sense of chronology; To understand their own local history of Stockton and the surrounding areas; To understand how Britain is part of a wider European culture and to study some aspects of European History; To develop in children the ability to 'think like a historian'; To allow children to know more, remember more and are able to do more within the History curriculum; To ensure children have acquired substantive and disciplinary knowledge that are explicitly taught as both are necessary for progress in learning. |
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