



## Intent, Implementation and Impact Statement

### History

#### Intent

Our aim at Rotherhithe Primary School is to encourage our pupils to develop an appreciation, understanding and a thirst for knowledge of the past. Our intention is to improve every pupil's cultural and historical understanding of the world around them, including their own heritage. Local history and heritage are an integral part of our children's learning as it allows them to look at what was happening in their local area and then move from the 'local' to the 'national' and often onto global events.

In line with the National Curriculum, the curriculum at Rotherhithe aims to ensure that all pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world, which helps to stimulate pupils' curiosity to know more about the past. Topics are carefully planned, informed by the National Curriculum and linked to previous learning. Our curriculum facilitates learning which enables the pupils to become grounded in their local history, deepen their understanding and knowledge of a certain time period they study before launching into a much broader and global perspective.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in Foundation Stage to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

#### Implementation

To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Chronological understanding, historical understanding, historical enquiry, interpretations of history, organisation and communication and local history knowledge are all mapped out to ensure that pupils build on secure prior knowledge.

History is delivered through subject specific teaching, organised into blocks under a theme and have been developed to help children appreciate their own identity and the challenges in their time. Meaningful cross curricular links are made with other subjects to strengthen connections and understanding for pupils while exploring historical contexts. We maximise cross curricular links particularly within our English curriculum. This allows children to research, explore and implement historical vocabulary, knowledge and skills.

Each year, children will take part in a local history unit, where children develop an understanding as to why the area in which they live is worth knowing about. It enables them to be aware of the local heritage buildings and strengthen their chronological understanding and their appreciation of how and why things change. Our curriculum enables the children to develop and build on their local history knowledge over time so that by the time that they leave Rotherhithe Primary School, they will have developed new knowledge and skills that will have immersed them into their local community. A yearly London history day will allow children to deepen their local historical knowledge, with each year introducing a collective school theme that works towards a whole school heritage project.

Learning is supported through the use of knowledge organisers that provide children with an outline of each unit of study and supports them to retain new facts and vocabulary in their long term memory. Knowledge organisers are used for pre-teaching, to support in lessons and to assist in assessment.

Rotherhithe Primary school provides a motivating curriculum, through engaging activities, trips and visitors that give all students an opportunity to question the past and to create memorable learning opportunities that further support and develop their understanding. Our study of our local history enables the children to explore the local area and meet local historians in order to help them make connections to current day.

#### Impact

History assessment is ongoing throughout the relevant cross-curricular themes to inform teachers with their planning lesson activities and differentiation. Prior learning is revisited at the start of each lesson and children review the agreed successes at the end of every session. Summative assessment is completed at the end of each topic where history objectives have been covered. Pupils are asked what they have learned comparative to their starting points at the end of every topic, using the objective on their



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knowledge organisers. Throughout the term, the leadership team carry out book looks and gather pupil' voices in order to monitor the quality of teaching and learning across the school.