History at Robin Hood Junior School

Our Vision

We want our children to be:

literate and numerate – achieving outcomes which build on our starting points and reflect our high expectations

hardworking – reflective and resilient; able to persevere, punctual and aware of our part in the community

communicators –through all areas of the curriculum and in all our interactions with others

brave – taking risks in our learning, extending ourselves and those around us through controlled exposure to risk

compassionate – aware of differing experiences and opportunities; proactive, tolerant and

SMSC in History

Spiritual: Higher order questions/investigations promote the spiritual growth of the children; children have the opportunity to learn about the religious beliefs of people in the past and the historical origins of religions still practised.

Moral: Children have the opportunity to debate and take moral standpoints on events from the past. Learning about apalling events in history such as the Holocaust or the slave trade shows children how people's moral codes have differed and how this can have a profound affect on others.

Social: Learning about how different peoples' lives have been shaped by their history helps remind children that decisions made by some can have a profound effect on others. History helps children understand the origins of society and democracy .

Cultural: Learning about the different histories of parts of the world and the lives and cultures of people who lived there, helps give children an understanding of how history has shaped peo-

School Development Plan

- build independence and a growth mindset (risk-taking; metacognition)
- Opportunities for challenge and choice (mastery; learning conversations; feedback and intervention; action research)
- Widen horizon for the whole community (better knowledge of prior learning; parental engagement opportunities)

Our Teaching Principles

We aim, through creative, focused, inclusive history lessons, to create a sense of excitement and curiosity to know more about the past and develop a coherent knowledge and understanding of Britain's past and that of the wider world and understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We aim to equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

We aim to ensure all pupils:

- know and understand the history of Britain as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire' and 'civilisation'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Assessment

Performance: Interwoven into the teaching sequence are key assessment questions, identified on lesson plans. These allow teachers to assess children's levels of understanding at various points in the lesson.

Skills and knowledge: All lessons begin with an assessment of knowledge and skills taught in the previous lesson and end with a review of the day's learning. Children's booklets contain a knowledge organizer which they review regularly. At the end of each unit children will complete a blank version of their knowledge organizer to see what they have retained.

Long-term learning: Throughout units we will include opportunities for the children to apply both the knowledge and skills from prior learning. The curriculum is built on and will regularly review learning from previous years.