



## History

### Our Ethos

Our aim is to create a rich learning environment enabling every pupil to fulfil his or her potential. We are committed to the highest possible educational standards with a matching concern for the personal growth and development of each pupil, passionately believing all children are entitled to an inspiring and challenging curriculum.

### Intent

The school motto is, 'Learning and Achieving Together'. Within our school's core values to Be Kind, Be Safe, Be Responsible and Enjoy Learning an environment exists where all children can engage with history, both their personal past and that of the world around them. Our intent is to achieve this by giving pupils access to a wide variety of historical experiences, through school trips, in-school visitors and high-quality teaching that will increase their curiosity and ability to ask questions. We want them to enquire, to challenge us as educators to help them discover more about the world around them making links between the past and present. Our book-based curriculum means many of the history topics are explored through engaging, high quality texts with plenty of scope for cross curricular links to other subjects.

### Implementation

The history curriculum at Richmond does not follow a specific scheme but ensures coverage of the National Curriculum. Content is chosen in line with the half termly/termly themes for a specific year group. Where possible, history is taught alongside or in conjunction with other subjects, most notably in English where written tasks such as diary entries, newspaper articles and letter writing are all informed by topics covered in history lessons. Some year groups enjoy historical visitors who come into the school and other year groups go out on historical trips. All children, by the time they leave Richmond, will have experienced history being taught outside of the classroom and in different locations.

In **Early Years** History is not taught explicitly but under the banner of 'Understanding the World' which guides children to make sense of their physical world and community. Children learn through making links to their own personal history, that of their families and the community in which they are growing. Also, recognising the differences and similarities to others around them and significant events in their own experience.

In **Key Stage One** the children start to get a sense of chronology outside of their own experiences. They think about significant events in history and begin asking questions. They start learning about ways we can find out about the past from different sources and their usefulness to us now. They also learn about significant people who influenced international achievements.

In **Key Stage Two**, children continue to build on prior knowledge. They develop their understanding of more complex historical terms and focus a little more on British history with topics including the Stone Age to Iron Age, Romans, Victorians and World War Two, to name a few.

**Impact**

Pupils in all key stages engage well in history lessons and leave with a good understanding of the academic content. Pupils gain a good chronological understanding of key events in British and world history. We aim to see a progression of skills, with higher level questioning expected to be seen in upper key stage two and children being able to answer their own historically valid questions using different sources and evidence to investigate and draw conclusions having reflected on their reliability. Our aim is that children will not only leave the school with an understanding of the history curriculum but also with our core values at the heart of what they do ready to learn more about the history of their locality and the wider world.