

History at Ramsbury School

At Ramsbury School we aspire to provoke pupils' curiosity to know more about the past. Teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. We want to develop the children's historical perspective, placing their growing knowledge into different contexts and understanding connections. Stories play an important role throughout and we place significant emphasis on teaching skills and knowledge within coherent and meaningful narratives.

Intent

At Ramsbury School the principal aim of History is to explore, think critically about the facts and opinions of people and events to gain a sound understanding of how historical events and significant figures have shaped the modern world and importance and impact Britain has played throughout these changes in time. From entry to school children progressively develop skills in:

- Chronological understanding
- Interpretations of History
- Historical enquiry – questioning
- Communication and Organisation

Ramsbury School aims to ensure that all pupils:

- know and understand the history of these islands 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', 'civilisation', 'parliament' and 'peasantry'
- 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.

Implementation

At Ramsbury School, our teaching enables children to think like historians, examine and enquire as historians would.

Exploring artefacts and sources, children are inspired to extend their knowledge of Britain's past and that of the wider world. Children's learning is rooted in our village community and beyond. Planned learning experiences enable the children to make meaningful connections with Ramsbury and the wider area. Focused, in-depth studies of the lives of significant male and female historical figures provoke the children's understanding of human creativity and achievement that reflect the diversity of modern British life. They develop a strong understanding of how events from the past have influenced many aspects of our culture, beliefs, routines, and developments of today.

Chronology is taught progressively; everything we learn builds on everything we have learnt before. On entry to school children explore events within living memory and a strong sense of chronology is developed as we take the children further back in time as they progress through the KS1 and KS2. By the end of their primary education, children will have a chronological understanding of British history from Stone Age to present day.

At Ramsbury School, by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified.

Key Stage 1 - Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They use a wide vocabulary of everyday historical terms. They ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils are taught:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (e.g. London 2012, exploring the 90s and the rise of technology)
- Events beyond living memory that are significant nationally or globally: Scott and Shackleton's expeditions to Antarctica, The Windrush
- Events beyond living memory that are events commemorated through festivals or anniversaries: the Gunpowder Plot, Remembrance Day
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods: David Attenborough, Jane Goodall, Scott and Ellen MacArthur, Women who changed the World
- Significant historical events, people and places in their own locality: RAF Ramsbury, the Ramsbury Tree, the water meadows and the Kennet

Key Stage 2 - Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources.

Teachers combine an overview and in depth study to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils are taught:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study (in each year group)

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a study of Baghdad AD900

The National Curriculum Programmes of Study are used to guide content and inform progression throughout the curriculum. Learning is enriched through meaningful cross-curricular links and by rooting learning in our community.

Children focus on three History themes a year at Ramsbury School; one of which has explicit local links. Learning always builds on what has come before and children are encouraged to make connections and compare time periods and common trends. History is brought to life through visitors such as local historian Roger Day and immersive experiences such as an Evacuee Day. Experiences and opportunities spur children to ask perceptive questions, think critically, develop judgement and argue their beliefs; they inspire children to be curious and find out more about the past.

Impact:

At Ramsbury School, we want our children to begin to understand the complexities of people's lives through changes in time. We strive to create a good understanding of the diversities of societies and how the relationships between different groups have also changed throughout History. Children are encouraged to reflect on their own identity and be grateful for the impact of a diverse range of significant individuals whose lives continue to impact us today.

The Curriculum Leader for History is Mrs Rowena Lucas.

