

The history curriculum at Rossington St Michael's has a clear skills and knowledge progression which is planned and structured to ensure that current learning builds systematically on previous learning. By the end of Year 6, pupils will have a chronological understanding of British history from the Stone Age to the present day. They are able to make comparisons and identify connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians. At Rossington St Michael's, pupils do not simply learn a series of facts about the past. Our curriculum enables pupils to interpret and evaluate evidence and reach conclusions. To do this successfully, as historians, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view; a skill that will help them in their adult life.

Rossington St Michael's history curriculum is progressive from EYFS to Year 6. The curriculum for each year group is covered from the National Curriculum and pupils practise skills learnt previously, building on these prior skills, preparing them for their next stage in learning. A history topic is taught once a term, focusing on the substantive and disciplinary knowledge stated in the National Curriculum. Discreet vocabulary progression also form part of the units of work. The curriculum is enriched by establishing cross-curricular links and providing on and off-site subject or topic related experiences. Within history, we create investigative and enquiry based learning opportunities to develop inquisitive and questioning learners.

During EYFS, pupils focus on developing an understanding of their growth so far, people who help us in the community, with a special focus on Florence Nightingale and transport over time, exploring the difference between old and new transport methods.

Throughout Key Stage One, pupils will develop an awareness of the past. They will learn about significant individuals who have contributed to the world, such as, Kings and Queens and Isambard Kingdom Brunel. Pupils will also learn about significant historical events within the local area, such as the Sheffield Blitz. In Key Stage One, pupils will be looking back at changes within living memory, such as how shops and homes have changed as well as events beyond living memory, such as The Great Fire of London and space explorers. The pupils' learning is placed within a chronological format.

In Key Stage Two, pupils will continue to appreciate history in a chronological context. They will work on securing an understanding of British, local and world history. They engage in a range of topics linked to Pre and Ancient History, they consider how their local area changed and developed and key concepts linked to the movement of people. Pupils will look at connections and patterns over time and develop a good use of historical terms. They will identify causes and consequences linked to significant events and be able to articulate which of these consequences are positive or negative. There will also be a big focus on different sources and how our knowledge of the past is shaped from them. Throughout Key Stage Two, pupils will explore the lives of a range of significant individuals including, Walter Tull, Rosa Parks and Emmeline Pankhurst.

Throughout all our history units is the thread of 'Understanding of History', where we teach explicitly what history is, what a historian is and what skills they use. Through high-quality history lessons, we aim to encourage critical thinking, as well as helping the pupils to gain a sense of their own identity within a social, political, cultural and economic background.

