

Aston Rowant C†E Primary School

WHAT History LOOKS LIKE AT ASTON ROWANT

**Growing together, rooted in God, having fullness of life.
Colossians 2:1-7**



Vision: Aston Rowant community will be courageous life-long learners, who are rooted in God, living our Christian values and enjoying life in all its fullness.

Mission: Growing together and inspiring one another through our Christian values and a broad enriched curriculum.

G	GRATITUDE
R	RESILIENCE
O	OUTREACH
W	WONDER
T	TRUST
H	HARMONY

Grateful Our attitude to learning shows that we appreciate the breadth of opportunities that we have to learn inside and outside of the classroom with our resources and surroundings.

Resilient We cultivate a growth mindset from the perspective of building courage, encourage failure by modelling it and showing how to reframe events in a positive light, so children are willing to try new things whilst embracing failure and the opportunities it brings. Let the children learn to have control over their own actions, including trying again if they don't succeed.

Outreach Children will leave Aston Rowant C†E Primary School with an enthusiasm and thirst for learning that continues for the next stage of education and enables the children to live life to its fullness.

Wonder We generate curiosity and wonder about what we teach and allow it to take hold into something that becomes a passion for lifelong learning for all of our children. We openly involve them in their learning by meeting them where they are and then showing them where they can go exploring their interests, expanding upon their ideas, and engaging them in meaningful dialogue which encourages them to fully engage with owning and developing their own learning.

Trust We will develop our children into independent learners to empower them to take control of their own learning – both inside the classroom. Teachers trust that our pedagogical approach cultivates independent habits of mind in the children we teach and the children themselves trust their foundation and values to explore the truths of the world for themselves.

Harmonious The whole school team will grow together, sharing our knowledge, understanding and experience. We will question, encourage and support one another on our learning journey.

INTENT, IMPLEMENTATION AND IMPACT

History at Aston Rowant School is structured to enable our children to demonstrate **wonder** in their approach to learning, to be **resilient** in their attitude to learning, to be empowered to work **harmoniously** with **gratitude** for all the opportunities we have, to understand and **trust** the impact their learning has had on them so far and be inspired to **reach out** and keep learning. At Aston Rowant School history, intent focuses on igniting children's curiosity about the past, fostering an understanding of how events shape the world today, and developing historical skills. Implementation involves using engaging and varied teaching methods to explore different historical periods, events, and figures, including the use of primary and secondary sources. Impact is measured by assessing children's ability to recall information, demonstrate historical understanding, apply historical concepts, and show curiosity and enthusiasm for the subject.

Intent:

- **Curiosity and Engagement:** At Aston Rowant School we aim to spark children's interest in history, making them curious about the past and how it relates to the present.
- **Understanding of the Past:** Our History education aims to help children understand how the past has shaped the present, including local, national, and global contexts.
- **Developing Historical Skills:** Children are taught to use historical evidence, interpret information, and develop chronological understanding.
- **Appreciating Diversity:** Our History education exposes children to diverse perspectives and experiences from different times and places.
- **Preparing for the Future:** Our History education aims to equip children with skills and knowledge relevant to future learning and life experiences.

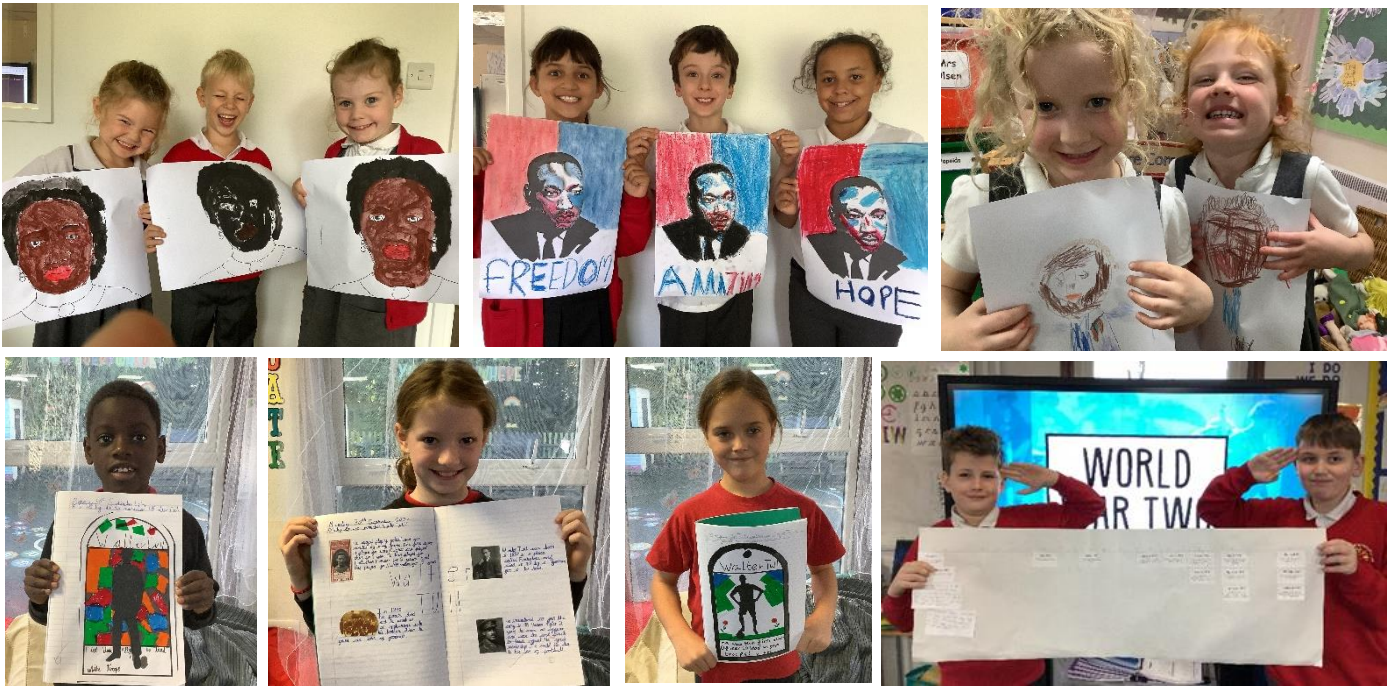
Implementation:

- **Varied and Engaging Curriculum:** At Aston Rowant School we use diverse teaching methods like storytelling, drama, and museum visits to make history come alive.
- **Local History Studies:** Our local history is often explored to provide a sense of place and understanding of how the local area has changed over time and we try to have local people share their experiences with us.
- **Use of Primary and Secondary Sources:** Children are introduced to different types of historical sources and learn how to analyse them.
- **Progression of Skills:** Historical skills are taught progressively throughout the primary years, building on prior knowledge.
- **Enquiry-Based Learning:** Children are encouraged to ask questions, investigate, and draw their own conclusions.

Impact:

- **Knowledge and Understanding:** Assessing whether children can recall key facts, dates, and events from history.
- **Historical Skills:** Evaluating children's ability to use historical sources, analyse information, and construct arguments.
- **Engagement and Enthusiasm:** Observing whether children are interested in history, ask questions, and participate actively in lessons.
- **Progression and Achievement:** Monitoring children's progress against learning objectives and ensuring they are developing the expected historical skills and knowledge.
- **Making Connections:** Assessing whether children can connect historical events to broader themes, make comparisons across different time periods, and understand the impact of the past on the present.

GRATITUDE



History at our school supports the value of Gratitude by helping pupils understand how the past has shaped the world they live in today. Through studying history, pupils gain insight into how people lived, the challenges they faced and the cultures they developed. This enables pupils to appreciate how society has changed over time and to recognise the opportunities and freedoms they enjoy today.

Pupils learn about people, events and civilisations from a range of periods and cultures. History provides important context for understanding how environments, communities and identities have developed. By exploring the lives of people from different backgrounds and times, pupils develop respect and appreciation for diverse experiences and contributions.

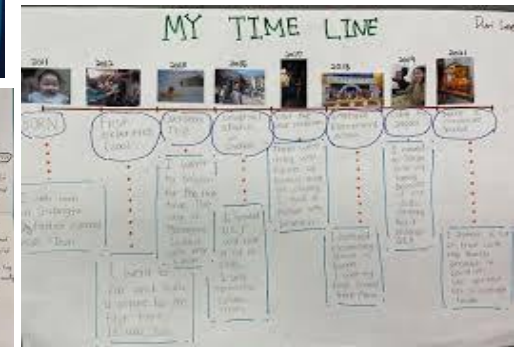
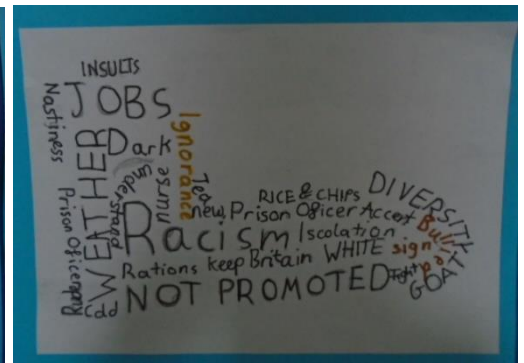
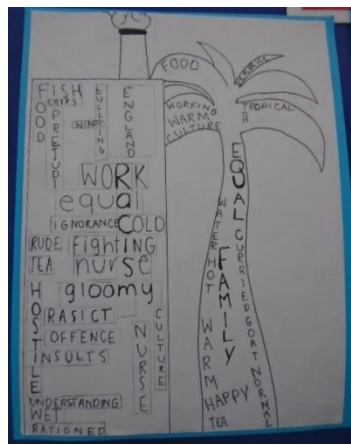
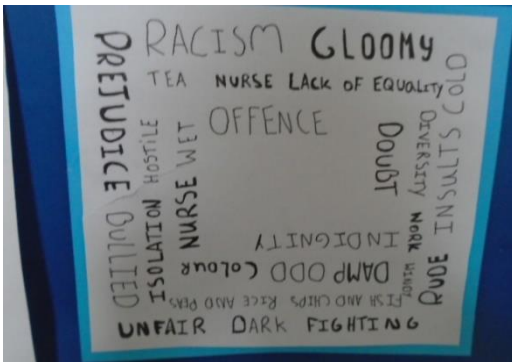
The study of history brings pupils into a rich dialogue with the past, encouraging them to reflect on how time and events have shaped individuals, groups and nations. Pupils are supported to make connections between past and present, helping them to understand who they are, where they come from and how the past influences the choices and values of today's society.

History challenges pupils to recognise both the similarities and differences in human experience across time and place. This creates meaningful opportunities for pupils to be grateful for progress, to learn from past mistakes and achievements, and to consider how historical knowledge can inform the future.

As a result, pupils develop a strong sense of identity and an appreciation of the past. They demonstrate gratitude for the lives they lead today, respect for those who came before them and an understanding of how history can guide positive change. History makes a strong contribution to pupils' personal development by fostering reflection, appreciation and gratitude within the long story of human development.

“We learn about people who are from different places as well as different times. It makes us think.” Max, Year 4

RESILIENCE



History at our school develops pupils' resilience by encouraging them to analyse, interpret and evaluate the past over time. History is not taught as a one-off programme of study; instead, pupils revisit and build upon prior knowledge, developing the perseverance and confidence needed to engage with increasingly complex historical ideas.

Pupils are supported to understand the building blocks of historical knowledge, with careful attention given to identifying the essential knowledge needed to access new learning. Substantive concepts such as empire, tax, trade and invasion are explicitly taught and revisited. These abstract ideas can be challenging to grasp, but are crucial for developing secure historical understanding. As pupils encounter these concepts across different periods and contexts, their learning resilience grows as they refine, apply and deepen their understanding.

History also develops pupils' chronological understanding, enabling them to build a secure 'mental timeline' of the past. Pupils learn about broad developments and key historical periods, helping them place new knowledge within a wider historical context. This supports pupils in making meaningful connections across topics and across the wider curriculum.

Resilience is evident as pupils retain, revisit and apply their learning over time. Historical knowledge is regularly reinforced and assessed, supporting pupils in securing coherent narratives of the past. Pupils demonstrate increasing confidence when discussing historical developments, drawing on well-organised knowledge of events, concepts and periods they have studied.

As a result, pupils approach historical learning with confidence and determination. They are willing to engage with challenging ideas, reflect on their understanding and persevere when concepts are complex. History makes a strong contribution to pupils' personal development by fostering resilient learners who can think critically, retain knowledge and apply their understanding across time and subjects.

"I like working out how it all fits together and what it tells us."

Sophie, Year 4

OUTREACH



History plays an important role in supporting Outreach by developing pupils' understanding of the wider world and their place within it. A well-rounded history curriculum contributes positively to pupils' academic and social development by helping them understand how past events, societies and individuals have shaped the world we live in today.

Through the study of different periods, cultures and societies, pupils develop cultural awareness and empathy. Learning about people from a range of backgrounds enables pupils to understand diverse experiences and perspectives, helping them to connect with others and appreciate shared humanity across time and place.

The curriculum places strong emphasis on local history, supporting pupils in developing a sense of place and identity. Pupils explore how the local landscape, buildings and records reveal information about how people lived and worked in the past. For example, learning that Aston Rowant School was built in 1844 as a lace-making school for girls helps pupils make meaningful connections between national history and their own community.

Engagement with local residents, parish records and historical sources provides pupils with insight into the lives of ordinary people and local heroes. This local understanding often helps pupils to better understand national and global history. Outreach in History is two-way: pupils learn from their community while also recognising how they can contribute positively to it.

As a result, pupils develop a strong sense of belonging, empathy and social responsibility. History supports pupils' personal development by encouraging them to engage with their community, understand the wider world and recognise the value of shared heritage.

"Some of the past is very different, but I think that some of it is the same."

Oliver, Year 2

WONDER



History at our school fosters Wonder by capturing pupils' imagination and sparking curiosity about the past. Through engaging topics and rich storytelling, pupils are encouraged to pause, reflect and ask questions about people, events and societies that shaped the world.

Pupils regularly experience moments of discovery as they explore topics such as the Victorians, World War II, the Ancient Greeks, Romans and Egyptians. These carefully chosen units ignite enthusiasm and often inspire pupils to continue their learning beyond the classroom, sharing their knowledge at home and seeking out further information independently.

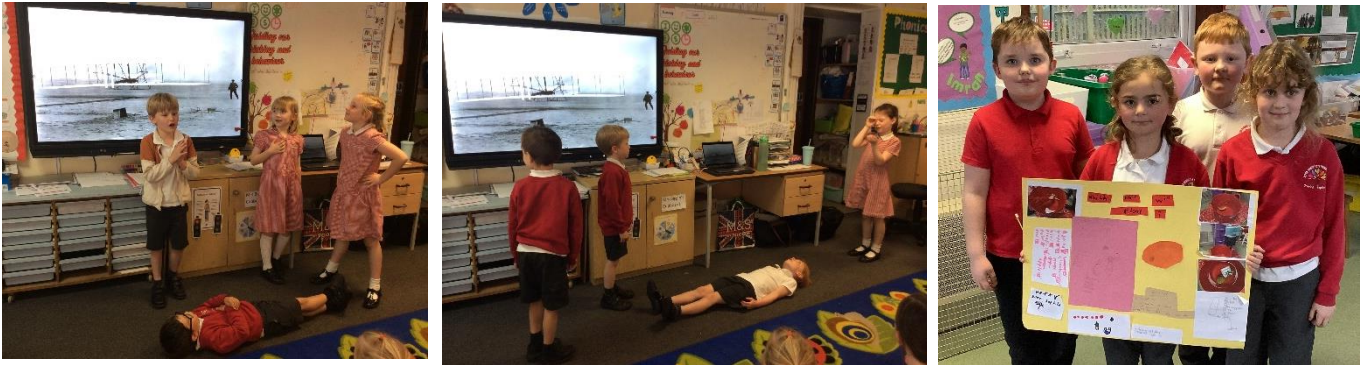
History is taught as more than dates and events; it is presented as the story of humanity, filled with compelling narratives of bravery, resilience and change. Pupils become deeply engaged through artefacts, images, texts and discussion, developing curiosity about how people lived and why events unfolded as they did.

Pupils demonstrate Wonder through thoughtful questioning, excitement about new learning and a genuine desire to find out more. History lessons frequently spark conversation beyond school and encourage pupils to develop a lifelong interest in learning.

As a result, pupils develop a strong curiosity and enthusiasm for the past. History makes a significant contribution to pupils' personal development by fostering wonder, imagination and a love of learning that extends across the curriculum.

“There are so many ‘I Wonder...’ questions in History. There is so much to ask and find out. It is really fun!” Devon Year 6

TRUST



History supports the value of **Trust** by encouraging pupils to engage confidently with evidence, sources and differing interpretations of the past. Pupils learn to trust the processes of historical enquiry while developing confidence in their own reasoning and conclusions.

History lessons involve **research, analysis and discussion**, supporting pupils in constructing arguments, writing reports and understanding complex texts. Pupils are taught to use primary and secondary sources carefully, evaluate reliability and justify their ideas using evidence. This develops trust in both the discipline of history and in their own learning abilities.

Through storytelling, interactive activities, visits and visitors, pupils learn that history is revealed through careful investigation and collaboration. Pupils are encouraged to listen respectfully to others, trust shared learning experiences and recognise that understanding the past is strengthened through cooperation.

History helps pupils become **inquisitive, empathetic and reflective learners**, prepared to think critically about the world around them. By trusting evidence, working together and reflecting thoughtfully, pupils begin to understand how lessons from the past can inform a better future.

As a result, pupils demonstrate confidence, independence and respect for differing viewpoints. History contributes strongly to pupils' personal development by building trust in learning, in one another and in their ability to make sense of complex ideas.

“I love History. I want to keep learning about it in Year 7 because it shows me more about the world and the people in it.” Malachi, Year 6

HARMONIOUS



History at our school promotes Harmony through collaborative learning that values cooperation, communication and shared understanding. Pupils work together to explore historical events, develop interpretations and deepen their understanding of the past.

Teamwork is embedded through activities such as collaborative research, group presentations, debates, timeline creation and model-making. These shared tasks encourage pupils to communicate clearly, listen to others and work towards common goals.

Working together enables pupils to learn from different perspectives and interpretations, leading to a richer and more secure understanding of historical contexts. Pupils are encouraged to give and receive constructive feedback, helping them refine their thinking and improve their work.

Collaborative history lessons increase engagement and motivation, making learning interactive and meaningful. Creative group projects allow pupils to explore history in varied ways, fostering imagination while strengthening cooperation and mutual respect.

As a result, pupils demonstrate positive relationships, effective teamwork and respectful dialogue. History supports pupils' personal development by fostering harmony, collaboration and a shared appreciation of the past within the classroom community.

“I like learning with my friends and other people because they know things that I don't know.” Phoebe Year 3