



History

Next review: Spring 2021

Purposes of Learning

A high-quality History education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

History helps pupils to 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.

Aims

The National Curriculum for History 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

Subject Content

Early Years Foundation Stage

Within the Early Years Foundation Stage, History is included as part of Understanding of the World. Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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 should use a wide vocabulary of everyday historical terms. They should 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 should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about;

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- events beyond living memory that are significant nationally or globally
- 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
- significant historical events, people and places in their own locality.

Key Stage 2

Pupils should 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 should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about;

- 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
- A study of an aspect of a theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; the Indus Valley; Ancient Egypt; the Shang Dynasty of Ancient China

- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c AD900; Mayab civilisation c AD900; Benin (West Africa) c AD900-1300

Teacher Planning

Planning is the responsibility of the class teacher together with the help from the History co-ordinator. Teacher planning must fulfil the statutory requirement of the National Curriculum.

In general, teacher planning should encourage:-

- individual group and class teaching, ensuring that work is matched to the pupils abilities
- discussion and communication of ideas
- progression, continuity, assessment

Classroom Delivery

History is taught discretely but can be of a cross-curricular nature, linking it with other areas of the curriculum as appropriate. Whilst there are clear links with other subjects, it is recognised that History has some specialist aspects and the school seeks to ensure that they are thoroughly taught.

Teachers adopt a range of teaching styles, using a flexible approach depending on the requirements of History and on the needs of the children. This can take the form of:-

- presentation by the teacher, including story telling
- discussion and debate
- question and answer
- individual and group investigations and presentations
- television, dvd, radio and film
- role-play drama
- field work, educational visits, residential opportunities and special guests
- computer simulations
- study and discussion of artefacts and original sources

The teachers ensure that:-

- work is appropriate and challenging
- high quality work is achieved
- the children are taught to apply knowledge and skills acquired through previous experiences
- differentiation, often by outcome, is delivered so that both the more expert and the less able gain from set tasks
- lessons are conducted in a positive atmosphere
- the children are actively involved in their learning to foster independent thinking
- children in groups should work collaboratively
- achievement is rewarded within the classroom

The children should have opportunities:-

- to undertake first hand experiences through the use of visits, the study of artefacts and by studying original documents

- to develop knowledge and skills in small steps, providing progression and an awareness of chronology
- to develop an understanding of the present, in light of the past events
- to develop values and attitudes of respect and tolerance to others
- to develop an understanding of right and wrong
- to communicate their findings and opinions in a variety of ways

Resources

The classes are resourced for their appropriate topics. Teachers have equipment and apparatus in their own classroom and resources are shared between year groups.

Examples of the resources in school are:-

- Old and new toys
- Photographs
- Loan boxes – Sherwood Forresters
- Resource files

Assessment and Recording

Record sheets are kept by each class teacher, identifying whether each child is: **Working Towards** (1), **Meeting** (2) or **Working at Greater Depth** (3) the curriculum objectives for their year group, along with any notes that are relevant to the child's understanding of that particular area of History.

Assessment is also carried out through the use of quizzes and on-going questioning.

Evaluation

The school evaluates History by:-

- Obtaining evidence from children's books – photocopies of work and photographs.
- staff meetings - formal and informal
- staff consultations at the end of the school year
- On-going monitoring throughout the school year of work, marking and resources