

History



History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world.

Intent

To give the children a solid knowledge base on which to base their understanding of the actions of people in the past and its importance to their present day.

At Litton C of E Primary we aim;

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

Pupils will consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children will develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence,

weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

Teaching and Learning:

At Litton CE Primary School, we strive to make learning history an enjoyable experience. It is taught both through discreet lesson teaching as well as being used in cross-curricular experiences. History is a key part of our two-year curriculum plan. Based on the requirements of the National Curriculum for History, specific, progressive skills as well as identified within each unit of work. Our curriculum plan is shared with parents as well as information provided about each individual topic. We use a broad range of teaching and learning styles in our History lessons. We strive to provide children with practical experiences in History whenever possible. We aim to engage children and follow their interests in the subject. We encourage children to ask questions and, wherever possible, find a method to answer their own questions about a subject.

We use local studies and make good use of local museums and historical places as well as eye witness accounts, to teach specific skills alongside developing a sense of awe and wonder for the world in which we live.

Children have a History Book which is begun in year 3 and has a record of all their learning in History as well as a timeline and glossaries. This builds up to be a key reference for their learning and helps children to make connections in their learning.

We recognise that children learn best when;

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

Early Years

History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Key Stage 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

We try to ensure that topics are selected to maximise pupils ability to make connections both to historical events and also to other areas of the curriculum.

Inclusion

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

History curriculum planning

At Litton C of E Primary School history is taught through a topic approach alongside Design & Technology, History and Art. It is also linked to Literacy work wherever possible. Our curriculum is carefully planned over a two year cycle to engage and excite all our learners. Our long-term and medium-term plans map out the skills and

themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Assessment and Recording

At Litton C of E School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Monitoring

Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny and lesson observations.

Roles and Responsibilities

The subject is the responsibility of all the teaching staff and there is a curriculum co-ordinator who is able to review standards and monitor curriculum provision and ensure training and resources are up to date.

Resources

We have a wide range of text books and online resources to access the internet as a class. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Health and Safety:

The general teaching requirement for health and safety applies to this subject. Risk assessments are undertaken for fieldwork activities or off-site visits and these comply with our Health and Safety Policy.

Review:

This policy will be reviewed every two years or as determined necessary, for example if there is a change of guidance.