



History Policy

Aims

The aim of history teaching at Uplands Manor Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving. We aim to instil a love of history and enquiry through a range of primary and secondary sources.

The objectives of teaching history in our school are:

- to arouse interest in the past and stimulate children's curiosity into finding out more;
- to develop knowledge and understanding of how people lived in other times and how those times were different from today;
- to enable children to know about significant events in British history, and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to encourage thinking about cause and effect, and how the past influences the present
- to experience a range of representations of the past;
- to develop the ability to communicate historical knowledge in a variety of forms;
- to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their citizenship and cultural heritage;
- to develop, in children, the skills of enquiry, investigation, analysis, evaluation and presentation

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources, and give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions (e.g. 'How do we know?') about information they are given. We recognise that in all classes children have a

wide range of ability in history, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Emphasis is placed on the development of skills and a historical perspective alongside factual knowledge. A variety of teaching approaches are used:

- Teacher presentations, role play, drama, story-telling.
- Question and answer sessions, discussions and debates.
- Individual and group research.
- Investigating artefacts and sources of evidence.
- Fieldwork, and visits to museums and sites of historic interest.
- Drama groups and guest speakers

Promoting key skills through history

Through our teaching of history, we provide opportunities for pupils to develop the key skills of:

- **Communication**, through reading and responding to a range of sources of information, when planning and carrying out historical enquiries, through taking part in discussions, and presenting findings in a variety of ways.
- **Application of number**, when using dates to calculate the length of time between events, or the average life span of people living in the local area from headstones, and through carrying out calculations from databases as part of historical enquiries into trends and developments.
- **Co-operation**, through planning and carrying out historical enquiries that are classroom based or take place on a visit to a museum, gallery or site.
- **Improving their own learning and performance**, through reviewing their work at regular intervals, setting targets for improvement and assessing their achievement.
- **Problem-solving**, through finding out about the past by investigating a specific question or issue, deciding what information they need to know, identifying relevant sources of information and discussing their conclusions.
- **Thinking skills**, through work on processing and evaluating information, describing and explaining events and actions, and carrying out investigations of past events
- **Financial capability**, through developing pupils' understanding of the economic factors that affect people in different classes of society and of the impact of economic and technological development on societies at different times in the past.
- **Education for sustainable development**, through developing pupils' skills of enquiry, critical thinking and communication, and knowledge and understanding of how past actions, choices and values may have an impact on future societies, economies and environments.

History curriculum planning

We use the National Curriculum scheme of work as the basis for our planning in history, but we have adapted this to our local context, building on the successful units of work already in place. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

We carry out curriculum planning in history in three phases (long term, medium term and short term). The long-term plan maps the history topics studied in each term during each key stage; across Key Stage 2, British History is taught in chronological order to support children's sense of chronology. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study. Medium term plans are devised by the history leader, identifying key skills and content delivered. Class teachers then write the lesson plans for each history lesson (short-term plans). These plans list the specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, although he or she and the subject leader often discuss them on an informal basis.

We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, teachers should be aware of health and safety issues. Risk assessments are undertaken prior to activities, to ensure that they are safe and appropriate for all pupils.

In Early Years, children will work towards gaining a sense of the world around them past and present. Throughout Nursery and Reception children are exposed to a range of experiences that help them to understand how the world around them is different now to how it was in the past. First children begin to explore their own life and family history investigating age and navigating time and change from birth to now. Children will evaluate images of their past and comment on familiar situations they have experienced and will also compare these to characters in stories and figures from the past. By the end of Reception children will be able to articulate changes in the past, comparing them to present day relating it to their own experiences, that of their peers and characters from stories and familiar figures.

In Key Stages 1 and 2 children continue to develop their historical skills and gain an enriched understanding of:

<p>Year 1</p> <ul style="list-style-type: none"> - Is there any difference between schools today and in the time of your parents and grandparents? - Christopher Columbus and Neil Armstrong - Florence Nightingale and Mary Seacole 	<p>Year 2</p> <ul style="list-style-type: none"> - Scott of the Antarctic - The Sinking of the Titanic - Samuel Pepys and the Great Fire of London 	<p>Year 3</p> <ul style="list-style-type: none"> - Britain from Stone Age to Iron Age - Ancient Egypt - The Romans
<p>Year 4</p> <ul style="list-style-type: none"> - The Anglo-Saxons and Scots - The Vikings - Mayan Civilisation 	<p>Year 5</p> <ul style="list-style-type: none"> - The Tudors - The Ancient Greeks - The Victorians 	<p>Year 6</p> <ul style="list-style-type: none"> - World War 2 - Crime and Punishment - Local History Study – The Battle of Britain

In Key Stage 1, pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. Children will have the opportunity to use a range of materials and resources to enhance their learning and development within history. 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 will 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 Key Stage 2, pupils will 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. Children will have the opportunity to use a range of materials and resources to enhance their learning and development within history. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will learn how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

Assessment

The knowledge, skills and understanding in the programmes of study identify the aspects of history in which pupils make progress: chronological understanding, knowledge and interpretation of events, people and changes in the past and historical enquiry.

At the end of a whole unit of work, the teacher makes a summary judgement about the work produced. Teachers use the skills progression framework to support with this.

Monitoring and review

Role of the subject leader:

- to develop, implement and review an action plan for history;
- to monitor history throughout the school;
- to encourage staff to provide effective learning opportunities for all pupils;

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.