



Leader/ Monitor: R.Williams / G.Dunn Governor Link: Staffing and Curriculum

Aim and Objectives:

The aim of history teaching here at Cheswardine Primary and Nursery 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.

The aims of history in our school are:

- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- 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 understand how Britain is part of a wider European culture and to study some aspects of European history;
- 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 cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.
- To understand different viewpoints and be able to reflect on how these affect historical accounts.

Across the School the children:

In Foundation Stage will learn to:

- develop a sense of time through events in stories and in children's own lives and their family relationships using appropriate vocabulary.
- To develop an awareness of time and change. Learning about seasons and life cycles through photographs and artefacts.

In Key Stage 1 will learn to:

- develop an awareness of history and a sense of chronology through the study of their lives, the lives of others and events in the more distant past.
- know where the people and events they study fit within a chronological framework.
- understand the methods of historical enquiry through using a variety of sources to compare lives, past and present, and question events in the past.

- Pupils should be taught about changes within living memory and events beyond living memory that are significant nationally or globally as well as the lives of significant individuals in the past who have contributed to national and international achievements as well as significant historical events, people and places in their own locality

In Key Stage 2 will learn to:

- extend the depth of historical enquiry and broaden the range of study.
- be able to make connections and note contrasts and trends over time.
- be able to analyse information and its sources and understand how it may be influenced by the person who wrote it.
- interpret and communicate historical knowledge in a variety of ways, through art and drama as well as the written word.
- increase awareness of events, people and societies from the past, in order to gain a better understanding of the present.
- build on connections from key stage one through progression in teaching and more in-depth studies about British, local and world histories.

Teaching and learning style:

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage, we 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, such as ‘how do we know?’, about information they are given.

We recognise the fact that in all classes, there are children of widely different abilities 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. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks/same tasks;
- providing resources of different complexity depending on the ability of the child;
- grouping by mixed ability to support the more able by ensuring they need to explain understanding clearly and in depth and the less able responding well and progressing better due to peer to peer support.
- using teaching assistants to support children individually or in groups.

History curriculum planning

We are following the English National Curriculum for the basis for our curriculum planning in history, ensuring that the curriculum has full coverage of its legal requirements and our local context. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit of work and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up 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. These have been worked on across the whole Federation and therefore everyone knows what the children should have covered and how to build on the skills enabling suitable progression and depth.

Each key stage does termly or half termly (KS1) medium term plans which cover specific skills outlined in our skill progression planner and develop themes according to the class being taught.

The class teacher writes an outline for each history lesson (short-term plans). These list the specific learning objectives of each lesson.

Emphasis is placed on the development of enquiry skills and empathy, as well as on factual knowledge. A creative approach to the History curriculum by both teachers and children is encouraged. Through our **SHINE** curriculum (which aims to provide our pupils with opportunities to be successful, happy, independent nurtured and empowered), we focus on a creative thematic approach and plan links to embed learning between, English, PSHE, RE, Geography, Music, Art, Science, Design Technology and other curriculum areas wherever possible. This makes it more likely that a rich encompassing curriculum can be delivered, as well as providing a more creative, enjoyable approach to teaching and learning.

Equal Opportunities & SEN

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of History. British History, where possible, is set within the context of Europe and the World. When selecting source material a range of perspectives and viewpoints are represented, including those of men and women of different racial, national or religious groups. Care is taken that societies are not just represented from the British perspective but also from their own. The importance of the pupil's own cultural background is recognised as a resource which may give an alternative view of events from the past as well as the present.

Health and safety

Fieldwork and site visits are an important part of Historical work and school health and safety guidelines will be adhered to at all times with risk assessments in place.

Assessment & Monitoring

Monitoring of History teaching is carried out through lesson observations and book trawls. These will both focus on coverage of the curriculum and the use of historical enquiry skills. This will enable the co-ordinator to gain an insight into History teaching across the school and will help identify areas of strength, which can then be shared and weaknesses, which can then be worked on. Exemplification materials will be collected and moderated across the Federation by being matched with the skills progression chart in order to demonstrate what an age related example looks like at each stage. The skills progression chart will inform teacher judgements and a report will be made at the end of the school year which shows whether each child is at age related expectation, below or exceeding as well as relating the effort the child makes throughout the subject.

Roles and responsibilities

It is the role of the History co-ordinator to:

- To organise History within the curriculum and to ensure progression and development.
- To assist with and monitor planning and quality of delivery of the National Curriculum.
- To keep abreast of developments within History and carry out INSET when required.
- To monitor and update resources according to budget restraints.

Reviewed January 2020

To be reviewed January 2022

