

“How do you know who you are unless you know where you’ve come from? How can you tell what’s going to happen, unless you know what’s happened before? History isn’t just about the past. It’s about why we are who we are; and about what’s next.”

(Tony Robinson, Actor and Television Presenter)

Introduction

The importance of history to the curriculum

History engages children’s curiosity about the past in their own lives, country and the wider world across a range of cultures and beliefs. They consider how the past influences the present and they develop a chronological framework for their knowledge of significant events and people. In History, they learn about what evidence is and the forms that it can exist in, for example artefacts, photographs, paintings, text etc. They consider what can be learned from different forms of evidence and evaluate its reliability and usefulness. These are skills to be valued throughout their lives.

Aims

When teaching History we aim to:

- use the National Curriculum as a framework that we build on and adapt to meet the needs of each child
- help children understand the present in the context of the past
- arouse an interest in the past and encourage questioning and critical thinking
- foster an understanding and appreciation of cultural backgrounds from the UK and across the world
- enable children to follow their own lines of enquiry
- promote the skills of interpreting evidence, questioning, sifting arguments and developing perspectives and judgements.
- develop a growing sense of chronology building from their own personal and family history to a wider time span of key world events
- gain historical perspectives by placing their growing knowledge into different contexts and making connections across their historical learning.
- enrich and support other areas of the curriculum

Strategy for implementation

Entitlement and curriculum provision

The curriculum is broad and balanced and ensures that pupils build on their historical skills. Historical trips are an essential component of pupils’ entitlement and are arranged as appropriate to support their learning.

In the Foundation Stage pupils experience history as part of the curriculum element ‘Understanding the World’. They explore concepts like ‘My History’ through first hand experience. They will have opportunities to talk about past and present events in their own lives and in the lives of family members and may explore some reasons why people’s lives were different in the past.

In 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.

To ensure the progression described above, pupils will be taught about people, events and changes. Teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

In KS1 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

In lower 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.

To ensure the progression described above pupils will be taught about British, local and world history. Teachers should combine overview and indepth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

With agreement within the Wimborne Academy Trust, in lower KS2 pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age (Year 3)
- the Roman Empire and its impact on Britain (Year 3)
- Britain's settlement by Anglo-Saxons, Scots (and Vikings) (Year 4)
- a local history study
(Year 3 - Badbury Rings in connection with Changes in Britain from Stone Age to Iron Age)
(Year 4 - Wimborne Work House)
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
(Year 3 - British social history since WW2 - Key turning point in history, outbreak of WW2, evacuation, home front)
- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt (Year 4)

Teaching and learning

Each class teacher will determine how History is to be timetabled across the year. Time allocation will vary due to the cross-curricular nature of the curriculum.

We strive to develop children's enquiry skills through the use of quality questioning and by setting the children thought provoking tasks and offering them experiences that will help develop their historical skills.

Resources

We use a variety of resources to provide information about the subjects being studied which are suitable for the ages and abilities of the pupils. These include:

- children's own experiences
- experiences of people known to them
- the classroom, school and its grounds
- the children's homes
- the local environment
- the use of story, pictures, illustrations, photographs, artefacts, text books, reference materials, maps and atlases
- ICT
- Local museums
- Local links within our community

Inclusion and Special Educational Needs

Schools have a responsibility to provide a broad and balanced curriculum for pupils. Teachers will differentiate and modify, as necessary, the National Curriculum content to provide all pupils with relevant and appropriately challenging learning at each key stage.

Educational Visits

We value first hand experiences in the form of educational visits and take every step to ensure they form an integral part of the curriculum for history.

Assessment, Recording and Reporting

Assessment is an integral part of teaching and learning and is based upon teachers' judgements of pupil attainment and progress. Recording begins in Reception with the Foundation Stage Profile and in the National Curriculum years class teachers assess learning against agreed developing, secure and deeper mastery descriptors for History.

A range of assessment tasks involving written work, oral presentations, investigations, use of ICT and annotation of drawings are planned where appropriate.

Monitoring and Evaluation

To ensure consistent and coherent curriculum provision the subject leader monitors the delivery of the history learning through observation and discussion with teaching staff, as well as through discussions with pupils and the scrutiny of their written work. Also, through moderation, teacher assessment judgements are examined to assess subject effectiveness.

Reviewed: January 2019

Next Review date: January 2021