



At Hook Lane



Introduction

History is about real people who lived, and real events which happened in the past. It is concerned with sequence, time and chronology, and is the study of evidence about the past. 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. Pupils consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions. As they do this, children 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.



Aims

The aims of history are:

- 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



EYFS

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, discovering the meaning of new and old in relation to their own lives, sharing stories, watching films and videos or roleplay. Lines of enquiry may include questions such as:

- Enquiry 1: How have I changed since I was a baby?
- Enquiry 2: Why do we wear different clothes at different times of the year?
 - Enquiry 3: What are our favourite celebrations each year?



KS1

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. The National Curriculum states that:

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.



KS2

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. The National Curriculum states that:

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,



KS2 continued:

A local history study,

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066,

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

A study of Ancient Greece – a study of Greek life and achievements and their influence on the western world

A study of a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa)c. AD 900-1300.



Teaching approach

History teaching focuses on enabling children to think as historians. They will learn to ask questions, select and evaluate evidence and to make judgments about the past. They also need to be shown that there is often more than one side to a story.

Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We use enquiry-based research activities and we believe children learn best when:

- They have access to, and are able to examine artefacts, photographs and primary resources.
- 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, personal interest or expertise in a particular area or topic. These could include parents, other family members, neighbours or representatives of the local community
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing older generations 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.



Adaptive teaching

Using adaptive teaching to provide the opportunity for all pupils to experience success by adapting lessons, whilst maintaining high expectations for all. This may be through:

- Having a different number of events to place on a timeline e.g. focusing on the specific key knowledge required
- Sentence stems
- Retrieval questions and scaffolds to revisit previous knowledge and support to place that in time
- Visual supports - word and picture banks
- Using their own history as starting points to other historical events
- Visual scaling to begin to look at sequencing and sequences over time
- Dual coding visuals
- Visual timelines
- Scaffolded tasks



Planning

Each lesson should begin with a retrieval activity, such as a quiz or a mind map for example, which focuses on the childrens' previous learning, and will support new learning. Oracy activities should also be planned for throughout the unit of work.

A big question should be the focus for each lesson and the learning should include the main skills that the children will undertake in order to answer the big question.

Children record their work in their own history books and this can be done in a number of ways such as written work, diagrams and drawings, note-taking, or any other way that the teacher feels appropriate.

Links will be made to prior learning, especially when concerning chronology or comparing periods of time, and also to other subjects such as English and Geography. This encourages children to build on their knowledge.



Key vocabulary, skills and knowledge organisers

Knowledge Organisers

Teachers create knowledge organisers to ensure that they have the required subject knowledge to teach the topic and ensure that opportunities for using historical skills have been planned for. Knowledge organisers include vocabulary with definitions that the children can refer to. Knowledge organisers act as a title page and are stuck into the children's history books at the start of the topic.

Skills

Our progression of skills document supports teachers with deciding on different approaches or skills they can focus on within their year group. The skills include:

- chronological understanding,
- range and depth of historical knowledge by researching,
- interpretations of history (analysing, evaluating, critical thinking and reaching a final judgement or conclusion),
- historical enquiry (developing good enquiry questions),
- organisation and communication



Vocabulary

There is subject specific vocabulary to be taught for each topic (tier 1 vocabulary), and there is tier 2 vocabulary for each year group which builds from the previous year.

New vocabulary to be taught in each unit is identified on the knowledge organisers.



Display

Every classroom should have a high quality history display which supports the teaching of the current topic.

Displays should include big questions for the unit, vocabulary linked to the topic and evidence of work as the questions are answered.

Children should be encouraged to ask questions about and discuss History taught beyond the classroom and this can be added to classroom displays where appropriate.