



At Little Eaton Primary School, we aim to stimulate children's interest and understanding about the life of people who lived in the past and ways in which it differs from the present. We believe that learning about the past helps children to make sense of the world in which they live and to develop analytical thinking.

At Little Eaton Primary School, we believe that the study of History makes a valuable contribution to the children's understanding of all aspects of life giving a sense of identity and heritage.

Intentions:

- 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 knowledge of chronology within which the children can organise their understanding of the past.
- To enable children to know about significant events in British history and to appreciate how things have changed over time.
- Children develop a range of skills and abilities - particularly those relating to finding out about the past; explaining what happened and what people then, and now, think about what happened.

Implementation:

Teaching and planning of History

- At Little Eaton Primary School, the teaching and learning of History focuses on enabling children to think as historians.
- We enable children to find out about the past from a range of sources – using primary and secondary sources, handling artefacts, making use of local area and visits to museums and sites of historical significance.
- We develop children's understanding and skills in looking at and interpreting evidence including recognising that the past can be represented in different ways.
- We develop skills of research and note taking and to present findings in a variety of ways such as in written, oral, or pictorial form as well as using ICT.
- We teach children to identify why people did things, the main characteristics of different societies at different times including links between times studied.
- Teachers are responsible for including all or part of the 5 key elements of History into their topics. The five key elements are:
 1. Chronological understanding.
 2. Knowledge and understanding of events, people, and changes in the past.
 3. Historical interpretation.
 4. Historical enquiry.
 5. Organisation and communication.

Teaching Styles

At Little Eaton Primary School, History is taught through a cross-curricular thematic approach and we link history to as many subjects as well as ensuring no tenuous link is made.

Children develop verbal skills through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

At Little Eaton Primary School History teaching contributes to the teaching of Mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as timelines. Children learn to interpret information presented in graphical or diagrammatic form.

At Little Eaton Primary School, we use ICT in History teaching where appropriate. Children use ICT in History to enhance their skills in data handling and in presenting written work, and they research information using the Internet.

History at Little Eaton Primary School contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on several social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

At Little Eaton Primary School, the history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Early Years Foundation Stage

At Little Eaton Primary School History makes a significant contribution to the development of each child's knowledge and understanding of the World. We provide activities such as examining photos of themselves at birth and looking for change over time, using stories that introduce a sense of time and people from the past, comparing artefacts from different times e.g., teddies, and making the most of opportunities to value children's histories from their own and other cultures.

In the Foundation Stage History is taught as an integral part of topic work covered during the year. History is about having the opportunities to find out and learn about the world they live in and discover the meaning of new and old in relation to their own lives. The history side of the children's work is related to the Knowledge and Understanding of the World objectives set out in the Early Years Foundation Stage Curriculum.

Key Stage 1

At Little Eaton Primary School during Key Stage 1 pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They 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 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 understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Key Stage 2

At Little Eaton Primary School during Key Stage 2 pupils 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 note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Strategies for the teaching of History

At Little Eaton Primary School, the predominant mode of teaching involves working in groups (whole class introduction with differentiated tasks), although individual work and class History teaching are used where appropriate within this structure.

There is no specialist teaching in History, and it is taught by the class teacher. The emphasis on our teaching of History is on both primary experience as well as using secondary sources.

We encourage children to take an active role in their learning and provide opportunities for children to develop the key skills of communication as well as improve their own learning performance.

History is celebrated throughout the school through displays, presentations of work to other members of the school and History week.

Citizenship

At Little Eaton Primary School, we encourage children to become aware of their role as a citizen. During History we encourage children to reflect on and discuss the moral and social issues that arise in lessons; for example, looking at child labour in Victorian Britain, empire building and slavery. Through this we seek to develop children's concepts and attitudes towards right and wrong, in line with the spiritual ethos of the school.

Resources

At Little Eaton Primary School there is a wide range of resources to support the teaching and learning of History both inside and outside the school.

Teachers are encouraged to make use of the resources outside the school through visits to historical sites and museums. There is a folder of contact details for visits available to help staff make use of these resources.

Inclusion

At Little Eaton Primary School all children have access to History lessons and activities regardless of age, sex, or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for all pupils, considering religious and cultural beliefs and enabling those with disabilities to have full participation. Children are encouraged to work individually, in pairs, small groups and as whole class when required.

Equality

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff, and parents.

Impact:

Monitoring, Record Keeping and Assessment.

At Little Eaton Primary School, we assess the children's work in History by making informal judgements as we observe the children during lessons. Once a term, we make a summary judgement of the work for children and consider whether they have yet to obtain, obtained or exceeded the expectations of the unit.

Class teachers keep the children's History work in the topic folders/books.

We record assessments against our progress ladders and use these to plan future work.

Subject leader role

The History subject lead is responsible for raising the standards of teaching and learning in History. This will include:

- Overseeing the design and delivery of the History curriculum.
- Developing good practice in their classroom.
- Co-ordinating and ordering resources and managing the budget.
- Monitoring and evaluating resources.
- Monitoring planning and the delivery of the curriculum.
- Working together with colleagues to raise standards.
- Providing stimulus and inspiration.
- Ensuring that the policy documents remain useful and current.
- Yearly audit and action plan.
- Conducting pupil voice.

Any questions or concerns regarding this policy should be made to Mrs. J-A Dileigh (History Subject Leader).

Confirmation that the policy for History, in respect of Little Eaton Primary School, has been discussed, approved and ratified by the Governing Body:

Signed by:

Governors: Date:

Headteacher: Date:

Next Review date:.....