



'Being different, Belonging together'

HISTORY CURRICULUM STATEMENT

Aims and Objectives

The aim of History teaching here at the Frances Olive Anderson Church of England (Aided) Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past, both in Britain and in the wider world. 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. In our school History makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. 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 (as per the National Curriculum):

- 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 people's lives have shaped the nation and how Britain has influenced and been influenced by the wider world
- to develop a sense of chronology
- to gain and deploy a historically-grounded understanding of abstract terms such as *empire*, *civilisation*, *parliament* and *peasantry*
- 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, the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- to help children gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales
- to develop in children the skills of historical enquiry; evidence based historical claims, contrasting arguments, investigation, analysis, evaluation and presentation.

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 when possible. 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, particularly in FS and KS1. 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 employing the whole school Kagan learning approach and differentiated planning.



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History Curriculum Planning

We use a Cornerstones inspired whole-school topic theme. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit 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 teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

We use Cornerstones and other sources as the basis for our plans, depending on where the best and most creative approach can be sourced for the particular area being studied. Key drivers behind this approach are to ensure that children have complete coverage of the National Curriculum, do not repeat topics unnecessarily and have access to the programmes of study embedded into a creative curriculum.

Foundation Stage

We teach History in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

The Contribution of History to Other Subjects

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Cornerstones promotes cross curricular planning between History and English. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class and using the Kagan coaching approach to learning.

Mathematics

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 time-lines. Children learn to interpret information presented in graphical or diagrammatic form, for example they study the impact of Black Death by analysing population statistics.

Information and Communication Technology (ICT)

We use ICT in History teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in History at Key Stage 2. Children use ICT in History to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use the digital camera to record and use photographic images.

Personal, Social and Health Education (PSHE) and Citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of 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 to recognize and challenge stereotypes and to appreciate that racism is a



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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.

Spiritual, Moral, Social and Cultural Development

When teaching History, we contribute to the children's spiritual development where possible. Children learn about the role of the church through time and they find out how British society has changed over time. 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.

Teaching History to children with (SEND) Special Educational Needs and Disability

At our school we aim to teach History to all children. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our History teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Learning Plan (ILP) for children with special educational needs. The ILP may include, as appropriate, specific targets relating to History.

We enable pupils to have access to the full range of activities involved in learning History. Where children are to participate in activities outside the classroom, for example, a visit to an archaeological dig, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and Recording

We assess children's work in History by making informal judgements as we observe them during each History lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, as per the whole school marking policy. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they have yet to obtain, met or exceeded the unit objectives based on those stipulated in the curriculum. We use this as a basis for assessing the progress of the child at the end of the year.

Resources

There are sufficient resources for all History teaching units in the school. We keep these resources in a central store, currently the storage area of the music room. The library contains a good supply of topic books and software to support children's individual research.

Monitoring

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 History subject leader also involves History learning walks and completing a book scrutiny in each class on an annual basis, supporting colleagues in the teaching of History, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The History subject leader gives the Head teacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The History subject leader has specially-allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.



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Review

This guidance is monitored by all teaching staff with the leadership team. It will be reviewed when changes are made to the curriculum.