

FELSTED PRIMARY SCHOOL

HISTORY – September 2024



Nurturing today's minds for tomorrow's challenges

- Be Respectful
- Be positive
- Be the best you can be
- Save our world!

VISION

The aim of history teaching here at Felsted Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. The children gain an understanding of British history and that of 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. This enables them to value their own and other people's cultures. We teach children to understand how events in the past have influenced our lives today.

1. AIMS AND OBJECTIVES

- To know and understand the history of Britain from the earliest times to the present day
- To recognise how people and events have shaped and changed
- To find out about ancient civilisations
- To contribute to the understanding of Britain's cultural heritage and fundamental British Values
- To learn about black history and the lives of significant black people in history
- To learn how historical objects, portraits, photographs and writings contribute to our understanding of the past
- To develop a sense of chronology
- To encourage children to ask questions about the past
- To develop an understanding of how the past can shape the future
- To have some knowledge and understanding of historical development in the wider world
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation
- To understand how important historical figures have contributed to our society including the lives of black people

2. TEACHING AND LEARNING STYLE

We use a variety of teaching and learning styles in history lessons. We encourage children to generate their own questions about the past. We offer them opportunities to handle a variety of resources such as artefacts, portraits, photographs and statistical information. Wherever possible we make use of computing to enhance their learning. Children take part in group activities, paired work, role-play, drama and they have opportunities to present their work to the rest of the class.

Teachers organise visits to local museums and places of historical interest and also organise historical days based in school to enhance and consolidate learning e.g Tudor Days and Roman Days. We have outside theatre groups who visit the school to present historical themes through the use of drama and story.

We use and follow the programme KAPOW, which covers all parts of the History curriculum in an exciting and engaging manner. This also helps to ensure that previous knowledge is built upon as children progress through the school.

3. DIFFERENTIATION

We recognise that there are children of widely different historical ability in all classes and teach using a mastery approach to allow all children to take part in the lesson and learn. We achieve this by;

- setting differentiated activities
- setting common tasks/ investigations which can have a variety of different responses or outcomes
- using open-ended questioning, thereby ensuring that all pupils can participate in discussion
- providing resources that match the ability of the child;

- using classroom assistants to support individual children
- organising learning in mixed ability groups thereby ensuring peer support and mentoring

We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

4. HISTORY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Through history teaching we provide learning opportunities that enable all pupils to make progress and to participate in all lessons confidently. Teachers are required to plan carefully to ensure that any children with SEND are able to access the history curriculum at their level of understanding and with appropriate support.

4.1 EQUAL OPPORTUNITIES

All children will be given equal access to history irrespective of race, gender, and creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of history.

5. HISTORY CURRICULUM PLANNING

- 5.1 We use the KAPOW programme to help plan our history lessons. Teachers adapt these plans to suit their individual teaching styles, and to ensure they are differentiated correctly for their class.
- 5.2 Our long term planning specifies the units of study to form the focus for teaching and learning for every year group in each term.
- 5.3 Our medium term planning gives details of how a unit of work will be covered for every other half term on a weekly basis. KAPOW can aid these plans however it is the responsibility of the class teacher to ensure that these are appropriate for their cohort, making sure that, wherever possible, links are made to other curriculum areas, particularly literacy, computing and art. We aim to focus on the quality of learning and ensure coverage of the subject as a whole.
- 5.4 KAPOW is also used to aid our short term planning. It is in the form of an individual lesson plan showing the lesson objectives, organisation and differentiation.
- 5.5 The history coordinator should be able to work with any member of staff who needs advice and support on resources or planning.

6. FOUNDATION STAGE

We teach history in reception classes as an integral part of topic work covered during the year. As the reception class is part of the Early Years Foundation Stage (EYFS) of the National Curriculum, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELG's) 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 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.

7. THE CONTRIBUTION OF HISTORY TO OTHER SUBJECTS

7.1 LITERACY

Teachers will expect the same standards to be met when writing in History units, using the skills and knowledge learnt during literacy lessons (for example conjunctions, full stops, capital letters, adjectives etc). In guided reading we use Fred's Teaching, which explores a range of genres using appropriate texts in line with the era of the unit; such as "Street Child", which is used to enhance the children's knowledge and understanding of life in Victorian times.

7.2 MATHEMATICS

Pupils are given opportunities to use numbers when using number lines to develop their chronological skills. They learn to interpret information using statistical evidence. We also learn things such as Roman Numerals which is incorporated into both Maths and History topics, using their prior knowledge to help meet the outcomes set.

7.3 COMPUTING

Pupils use the computers to present written work and to research information using the internet. Children have the opportunity to use the digital camera or ipad to record and use photographic images. Children are able to access the internet through their chrome books or ipads.

7.3 PSHRE AND CITIZENSHIP

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 recognise 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.

8. HEALTH AND SAFETY

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 or museum, we carry out a risk assessment prior to the activity to ensure that it is safe and appropriate for all pupils. All visitors coming in to school have to show their DBS and sign appropriate forms. Children are never left without supervision from school staff either on school trips or with visitors in school.

9. ASSESSMENT AND RECORDING

We assess children's work in history by making informal judgements as we observe them during each lesson. On completion of a piece of work, the teacher will mark it and comment as necessary. Teachers have assessment criteria included in their weekly planning. The criteria is matched to the National Curriculum level descriptors. These are then uploaded onto insight so teachers can keep a record of what each child has achieved.

10. MONITORING AND REVIEW

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the subject co-ordinator. Evaluations are made in discussion with the class teacher. The history co-ordinator should be informed about current developments and provide a strategic lead and direction for the subject in school. The subject co-ordinator will also ensure that they liaise with both parents and children regarding the teaching and learning of History at Felsted Primary School and will make changes where they see fit.

11. RESOURCES

History resources such as artefacts are grouped according to subject. The library contains a good supply of topic books and computers and iPads are available to support children's individual research.

Signed:

Date:

To be reviewed: