

St Ann's History Policy

Aims:

- to stimulate the children's interest and understanding about the life of people who lived in the past;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage and identity;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation;
- to develop a sense of chronology;
- to enable children to know about significant events in British history and to appreciate how things have changed over time;
- to have some knowledge and understanding of historical development in the wider world;
- to respect and value their own and other people's cultures in modern multicultural Britain.

Language and Communications:

The children should:

- develop language skills through talking about their work and presenting their own ideas using sustained and systematic writing of different kinds;
- use historical language and draw maps and diagrams to communicate historical information
- read historical fiction and non-fiction and extract information from sources such as reference books, CDs' and the internet.

Teaching and learning style

In St. Ann's we:

1. place an emphasis on the importance of examining historical artefacts and primary sources;
2. give children the opportunity to visit sites of historical significance;
3. encourage visitors to come into the school and talk about their experiences of events in the past;
4. recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past.
5. 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?';
6. 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:
 - setting common tasks which are open-ended and can have a variety of responses;
 - setting tasks of increasing difficulty, (not all children complete all tasks)
 - providing resources of different complexity depending on the ability of the child;
 - using classroom assistants to support children individually or in groups.

History curriculum planning

We use the QCA scheme of work for history as the basis for our curriculum planning in history, but we adapt this to the needs of our children.

The long term plan, based on the Haringey model, is set out in the schools' curriculum map and where possible is linked to other areas of the curriculum.

Medium term planning is an overview of the work to be carried out over a half-term.

Expectations

Broad issues of progression can be expressed as expectations for each key stage.

By the end of key stage 1, most children will be able to:

- speak and write about familiar and famous people and events from the recent and more distant past, using everyday terms concerned with the passing of time;
- distinguish between aspects of their own everyday lives and the lives of people in the past;
- identify some ways in which the past is represented;
- find out about the past by asking and answering questions using a range of sources of information.

By the end of key stage 2, most children will be able to:

- describe the contribution made by people, events and developments in the recent and more distant history of Britain and other countries and make links across the periods of history studied;
- give some reasons for, and results of, main events and changes and provide explanations about why people in the past acted as they did;
- find out about the past by asking and answering questions using a range of sources of information;
- give some explanations for the different ways the past is represented and interpreted;
- record their knowledge and understanding about the past in a variety of ways using dates and historical terms.

Progress

Learning outcomes in each unit show how children can demonstrate what they have learnt. Progress in history can be characterised by:

- asking and answering more complex questions;
- making links and connections between different areas of learning;
- recognising patterns and categorising;
- understanding more abstract concepts;
- providing more reasoned explanations;
- understanding what is more and less important;
- appreciating the relevance of learning;
- using a greater depth and range of historical knowledge to back up judgements;
- becoming independent in learning.

Assessment and recording

- Children's work is assessed by the teacher making informal judgements as the pupils are observed during each history lesson.
- On completion of a piece of work, the teacher marks the work and comments as necessary.
- Children's outcomes are recorded and bell curves are made of each class group annually.
- The history co-ordinator carries out a book scrutiny and lesson observations and the findings are shared with the staff. The information is kept in a history (and geography) folder.

Resources

The school's history resources are kept in special subject boxes at the back of the stage, and there are also teachers' resource books in the staffroom. The topic resource box contains a supply of topic books and software to support children's individual research.

Key stage 1

In key stage 1, history focuses on the lives, homes and lifestyles of familiar people in the recent past and about famous people and events in the more distant past, including those from British history.

Children:

- learn about familiar and famous people and about events from the recent and more distant past in Britain and elsewhere;
- look for similarities and differences between life today and in the past and use common words associated with the passing of time;
- talk and write about what happened and why people acted as they did;
- find out about the past using different sources of information and representations.

Key stage 2

In key stage 2, history is about people and important events and developments from recent and more distant times in the locality, in Britain and in other parts of the world.

Children:

- find out about people and important events and developments from recent and more distant times, making links across different periods of history;
- learn about different aspects of local, British and world history;
- discuss why things happened or changed and the results;
- carry out historical enquiries using a variety of sources of information and look at how and why the past is interpreted in different ways;
- use their understanding of chronology and historical terms when talking or writing about the past.

History Topics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		Homes in the past	Toys in the past	Toys in the past		Seaside holidays in the past
Year 2	Florence Nightingale and Mary Seacole	Remembrance Day		Great Fire of London		
Year 3	Anglo-Saxons		Vikings			Ancient Egyptians
Year 4	Romans			Henry VIII – the rich and poor		Children in the second World War
Year 5			Ancient Greeks	Ancient Greeks		Britain since 1948
Year 6	Black History Month	Benin			The Victorians	Significant People