

HISTORY

Rationale

We are here because of the people and events of yesterday. Our enjoyment of learning about them will help us to prepare for the future.

Purposes

1. To develop a sense of the passage of time and chronology, recognising that some things have changed and some things stayed the same.
2. To provide the opportunities of creating an understanding of how events and their outcomes are often linked to other events.
3. To develop an understanding of the key features of past societies, and how they might differ from our life today.
4. To recognise that there is a difference between fact and opinion, and that for every fact there are a variety of opinions.
5. To recognise the importance of using a variety of sources to build up a picture of people in the past.
6. To explore and investigate Britain's place in World History, and in particular, our local history.
7. To encourage children to enjoy learning about people in the past.

Guidelines

Good practice in the teaching and learning of history will include:

1. The child's own interests, experience and capabilities should be used as a starting point.
2. Involving a variety of teaching and learning styles to meet the needs of specific groups of children.
3. Children will be encouraged to devise their own interpretations based on the evidence that they have collected or been given, and communicate these in a variety of ways.
4. Children will devise these interpretations by using a variety of resources, approaches and learning materials.
5. A variety of different perspectives which will include: political, economic, scientific, religious and cultural.
6. A progression in the development of skills and the accumulation of knowledge across our two Key Stages, and a recognition of the links with all other areas of the curriculum.

Aims of Whole School Policy for History

It will enable the school to collect and allocate appropriate resources:

- Provide a continuity of approach as children progress through the school,
- Provide links with other subjects – these give opportunities to revise ideas/concepts already learned, and help children to make connections between ideas and concepts.
- Will help to establish criteria for assessment.
- Use of time-lines (based on early maths number-lines) – to develop ideas of time, past, present, then, now, continuity, change.
- Use of historical vocabulary, enable children to build up a word-bank which will help them to understand and describe the past.

It will:

- Enable teachers to communicate with those at different Key Stage levels – for continuity of development through the school, and to gain the maximum potential from cross-curricular links.
- Inform parents and school governors who wish to know more about the school curriculum.

Resources

Real things – artefacts
Visual materials
Oral history
Music
Written sources
Buildings and sites
Books and stories
Computer based material
TV/Radio programmes
Visits
ICT
CD-ROMs
Internet

Ways of Recording

Talking, discussing, taping interviewing
Drawing and painting
Sorting and classifying information using databases
Drawing charts and diagrams
Making things – models, needlework, pottery, costumes
Writing of all kinds
Taking part in a living history event
Singing, making music, eating food from history
Making a record of our own times for people in the future.

Ancient Greece

Resources add: Poster packs 2, Computer, Zig-Zag Video – Olympic Games

Cross-curricular links: Geography (physical): Weather conditions in different parts of world
RE: Signs and symbols
Art
English/Drama: Myths and legends
DT: Moving monsters
PE: Olympic games

Ancient Egypt

Resources Add: Computer, Videos

Cross-curricular links: Science: Rocks and soil
Geography (physical): Land use, weather conditions in different parts of world.
RE: Judaism, Story of Moses
Art
English
DT.

Invaders and Settlers

Cross-curricular links: Science: Weather, Structures, Night sky.
Geography (Human): - Why people move homes, Why people make journeys.
Art
English
DT: Moving and growing
RE: Theme – Barriers

Victorian Britain

Resources Add: Second visit Morwellham Quay

Cross-curricular links: Science: forces
Geography (physical and human) – Land use. Weather conditions in different parts of the world. Why people make journeys.
RE: Buddhism, Hindu, Religious expression – hymn-writers, artists
Art
Music: Victorian popular music, composers
English

Tudors and Stuarts

Cross-curricular links: Science: Weather Structures
Geography (human) Why people make journeys
(physical) Weather conditions
RE: Origins of the Bible (+ King James version, religious conflict in Britain.
Art
English/Drama
Music: Tudor and Stuart music, instruments, dances.
DT

Local History

Year B: Axe Valley

Cross-curricular links: Science: Around School
Geography: Axe Valley

Year B: Seaton Town

Cross-curricular links: Science: Conservation
Geography: Seaton town + contrasting UK area
Victorian Britain
Our coast.

History at Key Stages 1 and 2

The scheme reflects a number of assumptions about the aims and content of history. These are set out below:

Aims and Purposes

History teaching offers opportunities to:

- Develop children's sense of identity through learning about the development of Britain, Europe and the world;
- Introduce children to what is involved in understanding and interpreting the past.

Content

Key Stage 1:

In Key Stage 1, history is about the lives 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.

Language and Communication

Children:

- 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, CD-ROMs and the internet.

Values and Attitudes

Children:

- Learn about the experiences of people in the past, and why they acted as they did;
- Develop respect for and tolerance of other people and cultures;
- Learn how people in the past have changed the society in which they lived;
- Develop respect for evidence and the ability to be critical of the evidence;
- Develop an understanding of right and wrong and the ability to handle moral dilemmas in a responsible way.

Building on Children's Earlier Experiences

Many children will have attended nursery and reception classes where they will have had opportunities to find out and learn about the world in which they live and to develop a range of skills. These experiences are likely to have included:

- Talking about their families and past and present events in their own lives;
- Showing sensitivity to the needs and feelings of others;
- Showing respect for people of other cultures and beliefs;
- Listening and responding to stories, songs, nursery rhymes and poems;
- Taking part in role plays;
- Exploring objects and looking closely at similarities, differences, patterns and change;
- Comparing, sorting, matching, ordering and sequencing everyday objects;
- Talking about their observations and asking questions to gain information about why things happen and how things work.

This scheme aims to build on these early experiences.

Expectations

Broad issues of progression can be expressed as expectations for each key stage. The following expectations are set out in 'Maintaining breadth and balance at key stages 1 and 2'.

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 period 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.

Features of Progression

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.

Thinking skills

By using thinking skills children can focus on knowing *how* as well as knowing *what* – on learning how to learn. Many aspects of history contribute to the development of thinking skills. The following examples show how different thinking skills can be developed in different units.

Information-processing skills

These enable children to locate and collect relevant information, to sort, classify, sequence, compare and contrast, and to analyse part/whole relationships. Examples can be found in Units 1, 2, 6A, 6B, 6C, 8, 14, 15, 17 and 18.

Reasoning Skills

These enable children to give reasons for opinions and actions, to draw inferences and make deductions, to use precise language to explain what they think, and to make judgements and decisions informed by reasons and/or evidence. Examples can be found in Units 2, 3, 4, 5, 6A, 6B, 6C, 8, 9, 10, 11, 12, 13, 14, 16, 17 and 20.

Enquiry Skills

These enable children to ask relevant questions, to pose and define problems, to plan what to do and ways to research, to predict outcomes and anticipate consequences and to test conclusions and improve ideas. Examples can be found in Units 3, 4, 6B, 7, 11, 12, 13, 16, 18 and 19.

Creative Thinking Skills

These enable children to generate and extend ideas, to suggest hypotheses, to apply imagination, and to look for alternative innovative outcomes. Examples can be found in Units 1, 6A, 6B, 7, 9, 11, 12, 15 and 20.

Evaluation Skills

These enable children to evaluate information, to judge the value of what they read, hear and do, to develop criteria for judging the value of their own and others' work or ideas, and to have confidence in their judgements. Examples can be found in Units 5, 6B, 6C, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 19 and 20.