

Lowca school history

Aims and Objectives

The aim of history teaching here at Lowca School is to stimulate the children's interest, curiosity and understanding about the past. Knowing about the past and evaluating its successes and failures can lead to a better future. Through the curriculum, pupils will gain a knowledge and understanding of Britain's past and that of the wider world. We teach children a sense of chronology and through this develop a sense of identity and an awareness of the challenges of their time. Teaching should equip children to ask questions, think critically, weigh evidence and develop perspective and judgement. History teaching should help pupils to understand the complexity of pupil's lives, the process of change, the diversity of societies and the relationship between different groups.

Objectives

- 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, to appreciate how things have changed over time and understand how Britain has influenced the wider world.
- To develop a sense of chronology and understand how they fit into the framework of the past, present and future.
- To know and understand how the British system of democratic government has developed and, in doing so, to contribute to a child's citizenship education.
- 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, including ancient civilisations empires and past non-European societies. • To help children understand society and their place within it, so that they develop a sense of their cultural heritage.
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.
- To ask historical questions and create their own structured accounts, including narratives and analysis.
- To gain and use historical vocabulary.
- To gain historical perspective by placing their growing knowledge into different contexts.
- To understand historical concepts such as continuity and change, cause and consequences and use them to make connections.

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. In each Key Stage, we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past and visit museums and historical sites to explore primary sources and participate in workshops. 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. 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:

- 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;
- Grouping children by ability in the room and setting different tasks for each ability group;
- 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

The content of the National Curriculum as well as areas of study relevant specifically to Lowca through a rolling program of topic themes. In our medium term plans we set out the learning objectives that will be covered each half term and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

Historical Enquiry

- Knowledge of People, events, situations and developments
- Chronology and characteristic features.

Historical Terms

Understanding of:

- Evidence
- Interpretations

- Cause
- Change
- Similarities/Difference
- Significance
- Communication

EYFS

We teach history in reception classes as an integral part of the Understanding the World work covered during the year. As the reception class is part of the Early Years 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 exploring historical artefacts, looking and discussing pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. Historical vocabulary is also introduced and developed to enable children to discuss their ideas fully.

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. Some of the texts that we use in the Literacy Hour are historical in nature. Children develop oracy 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.

Maths

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 the plague by analysing population statistics. Roman numerals are also taught as mark of the maths curriculum.

Computing

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, in presenting written work and researching 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 invasion, persecution, poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed.

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.

Spiritual, Moral, Social and Cultural Development

When teaching History, we contribute to the children's spiritual development where possible for example, with the Key Stage 1 unit of work, "What are we remembering on Remembrance Day?" We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as slavery in Roman culture. 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. British values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs are integrated into the Curriculum according to the 2011 Prevent Strategy.

Inclusion and the History Curriculum

SEND

At Lowca School we teach history to all children whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Educational plans.

Teachers take account of the three principles of inclusion that are set out in the National Curriculum:

- Setting suitable learning challenges.
- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Equal Opportunities

It is the responsibility of all teachers at Lowca School to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the history curriculum and make the greatest possible progress in accordance with recent legislation. Please refer to the schools Equal Opportunities Policy.

British Values

Equality for all is central to our ethos of mutual respect and encouragement of everyone in our inclusive school community, whilst celebrating our similarities and achievements. As Historians:

- We value and respect the process of democracy
- We value and respect the rule of law
- We value and respect the freedom of every individual
- We are respectful of ourselves and others
- We value and respect different cultures, faiths and beliefs

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. Reports to parents are completed during the academic year when indicators are made to the individual's progress in this area of the curriculum and oral feedback is given at parent consultation meeting.

Resources

There are sufficient resources for all history-teaching units in the school. We keep these resources in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books and the ICT suite is available for

software and internet links. Teachers request resources they feel would enhance teaching and learning.

Monitoring and Review

The History Co-ordinator contributes to the development plan each year. Monitoring and review will take place according to current school practice.

This policy document will be reviewed every 12 months to assess its value as a working document.

Signed: **Headteacher**

Signed: **Chair of Governors**

Date: September 2021