



Curriculum Intent

"Building a life-long love of learning in a safe and happy school"

History

Principles

History is a stimulating and engaging subject for children throughout their education. Within our school we view it as a means to broaden the children's explorative approach to learning. We believe that it promotes an inquisitive mind within our pupils and we nurture and develop their curiosity by looking at a range of contexts throughout the school. We intend to develop a passion for history which will enable them to view themselves as 'historians'.

We aim to inspire the children's investigative nature by focussing on the key historical skills and developing their questioning. This will enable them to learn about any historical event or significant individual from the past.

By the time children leave Loughton Manor First School at the age of seven, they will:

- know how to find out about people or events from the past
- understand the differences between primary and secondary sources of evidence
- understand how to decide upon the reliability of sources of evidence
- know how to sequence events within their own life and events in the past
- confidently use historical language
- be able to explore and discuss features of life in various eras
- be aware of famous individuals from their local area and places that were significant in the past, i.e. Bletchley Park
- be able to show an awareness of how events and people in the past have had an impact upon life as we know it



Progression in Historical Skills and Understanding

KEY VOCABULARY	Foundation Stage	Year 1	Year 2
Vocabulary that children should know, understand and be able to demonstrate practically	Change Time Past Present	As before plus... Decade Event Period Primary resource Secondary resource Reliable resource	As before plus... Chronological Empire Impact* Civilisation Battle
CHANGES WITHIN LIVING MEMORY	Foundation Stage	Year 1	Year 2
	<p>3-4 Begin to make sense of their own life-story and family's history.</p> <p>FS2 Similarities and differences between the world and life before and after a change.</p> <p>ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Similarities and differences between the world and life before and after a change.</p> <p>Engage in discussion on the changes between eras. Recognise features of different periods of time and the way of life.</p>	<p>Similarities and differences between the world and life before and after a change.</p> <p>Engage in discussion on the changes between eras.</p> <p>Changes in national life and the possibility of further change in the future.</p>
EVENTS	Foundation Stage	Year 1	Year 2

BEYOND LIVING MEMORY			
	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past (e.g. dinosaurs).</p> <p>ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Build knowledge on early human life and compare it to the modern world.</p> <p>Significant events in history nationally and globally such as a new royal leader/coronation.</p>	<p>Build knowledge on early human life and compare it to the modern world.</p> <p>Significant events in history nationally and globally such as The Great Fire of London, and the impact of it on the future.</p>
LIVES OF SIGNIFICANT INDIVIDUALS	Foundation Stage	Year 1	Year 2
*	<p>Talk about members of their immediate family and community.</p> <p>ELG: Talk about the lives of the people around them and their roles in society.</p>	<p>Study the Victorian Era and Queen Victoria as a significant individual.</p> <p>Draw comparisons and differences between Queen Victoria and another individual from the modern world, and make comparisons between aspects of life at the time in which they lived.</p> <p>Explore factual information resources such as photographs,</p>	<p>Explore the impact of a range of significant individuals in recent history and beyond.</p> <p>Build knowledge on primary and secondary resources and the reliability of information gathered. Understand the methods of gathering historical information and the validity and discuss the contrasting claims.</p>

		reports, non-fiction books. Start to introduce the notion of primary and secondary sources and the reliability of evidence.	
SIGNIFICANT EVENTS OR PLACES IN LOCALITY	Foundation Stage	Year 1	Year 2
	Explore the local area	Explore the local area and take part in research into significant places or people in the local area. Explore the possibility of primary resources such as interviews or visitation.	Explore the local area and take part in research into significant places or people in the local area. Explore the possibility of primary resources such as interviews or visitation. Explore the development of the local area through history and draw contrasts and comparisons between life in history and life now in the same area.

History Policy

Philosophy

Knowing about significant people, local and world events in the past helps children develop a chronological framework which provides them with the knowledge to understand where they have come from. It's about why we are who we are – and about what's next.

At Loughton Manor First School we believe that history has the potential to enrich the whole curriculum. History fires young children's curiosity about the past and helps them to see how it has influenced the present. Looking at how people lived their lives and learning about the decisions they made is a key to unlocking the mystery of life today.

Specific Aims

Through the teaching of history at Loughton Manor First School we aim to:

1. Encourage a sense of citizenship:
 - by valuing the diversity of people's lives
 - by understanding how decisions affect the everyday lives of people
 - by knowing how certain traditions were started
 - by understanding why we have laws and government

2. Encourage a spiritual, moral and cultural development:
 - by helping young children to reflect upon their own decisions
 - by showing children how their decisions affect other people
 - by teaching children how to relate their experiences to situations in the past
 - by understanding how our society and some other societies have developed

Objectives

The National Curriculum states the purpose of studying history to be:

A high quality history education will help pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

It is important to teach these areas:

- Chronological understanding – placing events and objects in chronological order; using words and phrases relating to the passing of time.
- Knowledge and understanding of events, people and changes in the past: recognising why people did things, why events happened and what happened as a result; identifying differences between ways of life at different times.
- Historical interpretation: identifying the different ways in which the past is represented.
- Historical enquiry: finding out about the past from a range of sources for information, e.g. stories, artefacts, pictures and photographs.
- Organisation and communication: presenting historical knowledge in a variety of ways, e.g. talking, writing, using ICT.

Planning

Foundation Stage Planning is in accordance with the Reformed EYFS through the area of Understanding of the World: Past and Present

The objectives for understanding the world are taught through topics which include:

- All About Me
- Transport
- Dinosaurs

For Key Stage One we have developed long and medium term plans for KS1 History, in order to deliver the National Curriculum programme of study for History. These relate to our termly topics. We aim to forge cross curricular links wherever possible and note this in our planning.

Teachers plan together in year group teams ensuring that the programmes of study are accessed as appropriate to ensure that continuity and progression are maintained. Weekly short term plans are written in year group teams and are evaluated during weekly planning meetings.

The four programmes of study in KS1 are that pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality.

Key Skills

Children will be taught the following skills to enable them to research, find evidence and justify a point of view:

Reference skills

The ability:

- to access information from a variety of sources, including the internet
- to use primary and secondary sources
- to find a reference book and use its index/contents page

Comprehension skills

- to interpret a variety of sources including, books, pictures, paintings, portraits, photos, maps, charts, documents, letters, diaries, newspaper reports and artefacts
- to understand simple historical terminology
- to develop a sense of chronology by ordering and sequencing within a time scale, e.g. days, weeks, months, years

Communication skills

- to summarise in written and oral forms
- to communicate findings in a variety of ways e.g. drawings, paintings, verbally, charts, writing, photographs

Evaluation skills

- to compare the similarities and differences of present day to the past
- to acknowledge different points of view
- to know there is always more than one account of a historical event

Practical and technical skills

- to operate a computer for research
- to record through direct observation e.g. historical buildings, artefacts or archaeological digs

Creative skills

- to communicate a creative story in the light of historical evidence collected
- to express ideas and feelings through role play, dance, music, painting and drawing
- to use clay and other modelling materials creatively by observing artefacts, such as ancient pots, as a stimulus
- to interpret music from different times in the past
- to use costume, dress and uniform as ways of illustrating the past

Teaching and Learning Methods

A variety of teaching methods are used. For example children are encouraged to:

- research independently
- share ideas in groups
- be imaginative and creative through working at practical activities
- be involved in problem solving
- act out historical situations through role play

Whenever possible, field trips are arranged in accordance with the school's visits policy and experts are invited into the school to add their knowledge to a specific area of study.

Values and Attitudes

We aim to provide our children with:

Personal Skills

- a willingness to be curious about the past and the present
- a willingness to show an interest in the values and the beliefs of others

Interpersonal Skills

- an ability to empathise
- an ability to recognise that people's attitudes and aspirations differ
- an ability to be sensitive and respectful when giving explanations of human affairs

Outdoor Learning

At Loughton Manor First School we pride ourselves in our school grounds and benefit from a community rich with learning opportunities. We recognise the importance of Outdoor Learning on our children's development and plan Outdoor Learning opportunities whenever possible.

Assessment

In the Foundation Stage, assessment is taken from observations and teacher judgement against the Reformed EYFS through the area of Understanding of the World: Past and Present. At KS1, History is assessed annually in line with our assessment calendar (see Assessment, Recording and Reporting Policy).

Resources

There is a wide range of resources which are stored in the Humanities cupboard. An updated resource list is kept inside the cupboard door. Additional resources can be ordered from the Stacey Bushes Museum including Living archives.

Equal Opportunities

All children will have access to the History Curriculum in line with our Equal Opportunities Policy.

Monitoring and Evaluation

Monitoring and evaluation will be within the remit of the Humanities Team, a curriculum team which meets half - termly. Their annual SIP Action Plan will identify aspects for development/improvement that help to support and sustain our high standards. The action plan details aspects to be monitored and evaluated, and identifies those members of staff/governors involved.

Roles and Responsibilities

The History Subject Leader together with the Head teacher, Curriculum Team and the governing body is responsible for the review of the subject policy. It is the History Subject Leader's role to support colleagues, review planning and ensure that the necessary resources are in school in order to deliver the National Curriculum Programmes of study. The History Subject Leader will keep abreast of current thinking within the teaching of History and communicate these ideas to the school staff.



FS2 Assessment – Outcome Statements for History

FS2 Class _____ Transfer information for Yr 1 teacher and subject lead

Number of children in class:
Number of SEN in class:
Number of EAL in class:
Number of PP in class:

The majority of the class will meet the expected outcomes. See notes below for children emerging or exceeding expectations (Put in brackets if they are SEN/EAL/PP).

I am a Foundation Stage 2 child. I can...

- Talk about the lives of the people around them and their roles in society.
- Talk about some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Discuss the past through settings, characters and events encountered in books read in class and storytelling.
- Discuss some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.

Working towards (names and comments)

Greater Depth (names and comments)

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Year 1 Assessment – Outcome Statements for History

Yr 1 Class _____ Transfer information for Yr 2 teacher and subject lead

Number of children in class:
Number of SEN in class:
Number of EAL in class:
Number of PP in class:

The majority of the class will meet the expected outcomes. See notes below for children emerging or exceeding expectations (Put in brackets if they are SEN/EAL/PP).

I am a Year 1 child. I can...

- Place known events and objects in chronological order
- Sequence events and recount changes within living memory
- Use common words and phrases relating to the passing of time
- Find answers to some simple questions about the past from simple sources of information
- Describe some simple similarities and differences between artefacts
- Sort artefacts from ‘then’ and ‘now’
- Ask and answer relevant basic questions about the past
- Relate my own account of an event and understand that others may give a different version
- Talk, draw or write about aspects of the past
- Understand key features of events
- Identify some similarities and differences between ways of life in different periods

Working towards (names and comments)

Greater Depth (names and comments)

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Year 2 Assessment – Outcome Statements for History

Year 2 Class _____ Transfer information to KS2

Number of children in class:
Number of SEN in class:
Number of EAL in class:
Number of PP in class:

The majority of the class will meet the expected outcomes. See notes below for children emerging or exceeding expectations (Put in brackets if they are SEN/EAL/PP).

I am a Year 2 child. I can...

- Show an awareness of the past, using common words and phrases relating to the passing of time
- Identify where the people and events studied fit chronologically and identify similarities and differences between ways of life in different periods
- Ask and answer questions, to show understanding of key features of events
- Discuss some of the ways in which we find out about the past and identify different ways in which it is represented (sources)
- Describe changes within living memory and changes in life within the UK
- Describe events beyond living memory that are significant e.g. The Great Fire of London
- Discuss significant historical events, people and places in my own locality
- Use a wide variety of vocabulary of everyday historical terms
- Record what I have learned by writing or drawing
- Discuss the lives of significant individuals who have contributed to national and international achievements and use some to compare aspects of life in different periods

Working towards (names and comments)

Greater Depth (names and comments)

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