

History at Downview Primary School



At Downview we believe that a high-quality history education will help pupils 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.

Learning about History enables us to make informed decisions about the present time.

Aims

We teach history to ensure that all children:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

History and the Creative Curriculum

Through teaching history as part of the Creative Curriculum we can:

- develop children's skills across the curriculum, especially in literacy, numeracy, computing, PSHE and history;

- promote children's awareness and understanding of gender, cultural, spiritual and moral issues through the teaching of British values;
- help children to develop a sense of identity and citizenship;
- embed children's awareness of the importance of values in different cultures across the world;
- enable children to transfer skills learnt into different aspects of their learning

Teaching and Learning

When teaching history teachers will:

- always explain the learning objective;
- often use a key question to direct children's thinking / enquiry about the past and the skill being acquired;
- ensure that a range of resources and activities are used to allow each pupil to be effective in learning about the past;
- use starters and plenaries to ensure children fully understand what they are learning, how they learn and how well they are progressing
- ensure that children learn in a variety of ways, both in and outside of the classroom

In learning history children will:

- use a range of resources such as people, the local environment, visits, photographs, portraits, artefacts, written materials, ICT, TV / video extracts;
- investigate significant issues about the past; work in a variety of contexts - individually, in groups, as a class;
- present their knowledge and understanding in a variety of ways such as through drama, art, models, a range of writing styles / genre, timelines, maps;
- begin to pose and investigate their own questions about the past

Assessment

To assess children's progress in history we:

Use the 2014 National Curriculum expectations.

All of this information is passed up with the pupil throughout their time at school.

Monitoring and Evaluation

To monitor and evaluate history, the subject leader:

- carries out work and planning scrutinies;
- observes lessons;
- carries out pupil interviews;
- reviews provision of resources;
- supports with teaching and learning and CPD

Resources in school

These are updated regularly and as appropriate. Texts, maps, atlases, videos, photographs, ICT are some examples of the resources in school. Most resources are kept in classrooms in accordance to the topics being taught. Other more general resources are located in the resources cupboard in the main building.

The long-term plan maps the history topics studied in each term during each key stage, and is shown below;

Year Group	Autumn Term	Spring Term	Summer Term
1	Old and new toys		
2		Florence Nightingale Great Fire	
3		The Victorian era	
4		The Romans	Hooke Court
5	Ancient Greece		The Tudors
6	WW2 and Decades		

The contribution of History to;

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 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.

Spiritual, moral, social and cultural development and British Values

When teaching history, we provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian Britain. Children learn about the role of the church in Tudor times and they find out how British society has changed over time.

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.

Equal Opportunities

All children are provided with equal access to the history curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or ability/disability

