History
Longford Park School

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Author: Simon Birch
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Aims and Objectives

At Longford Pak School we believe that history is an active study of the past, which maintains a relevance to today’s life. In teaching history we aim to:

- Develop an awareness of the past and how it differs from the present.
- Develop an understanding of the different periods in history and make links across these periods.
- Develop skills of historical enquiry and interpretation of evidence.
- Develop literacy, communication skills and the presentation of ideas.

Why is History Important?

At Longford Park School we believe that the study of history impacts not only on cognitive and language development but also on the child’s social and moral development. We believe that history also helps to develop a child’s sense of being and belonging to a community.

History is about the study of past societies and why societies have changed. This involves looking at social, political and economic factors and how these affected the lives of all people within a society.

In learning about the past children will encounter different sources of evidence. By using these, children will have to deduce information. They will also need to question the historical value and worth of the sources used. In doing this, experiences and opportunities will occur to develop other skills. Language skills will be developed through speaking, listening, reading, writing, drama and stories.

Children will also have to classify, sort and present a variety of data. Numeracy and geographical skills will be developed working with dates and primary evidence such as street maps, census records, directories, etc.

Teaching and Learning in History

The scheme of work for history at Longford Park School will be based upon the National Curriculum. It is topic-based and each topic will have clearly identified sub-headings: key questions, objectives, possible teaching activities, learning outcomes and assessment opportunities, historical skills, resources, and links with other areas of the curriculum.

The teaching and learning of history in our school should be both stimulating and motivating. It should involve encouraging children to ask questions, to identify ways in which they might find the answers and then to search for those answers. We use a variety of sources of information and evidence including books, the Internet, CD ROM, videos, DVD’s, photographs, pictures, newspapers, diaries, letters and artefacts.
Pupil’s should experience as wide a range of teaching and learning methods as possible, including practical activities and direct experience through historical visits and trips.

**By the end of Key Stage 1, children should be able to:**

- Show an increasing sense of the passing of time by making distinctions between past and present and by ordering events and objects.
- Demonstrate factual knowledge and understanding of people and events beyond living memory.
- Give reasons why people in the past acted as they did.
- Ask and answer simple questions about the past on the basis of simple observations, using visits, books, artefacts, etc.

**By the end of Key Stage 2, children should be able to:**

- Demonstrate increasing knowledge to make links between different periods in history.
- Describe events, people and offer reasons for changes and describe the result of such changes.
- Obtain information from a source, develop their own questions and enquiries and draw conclusions.
- Comment on why differences occur in sources and be able to present and communicate their own research on databases and use the Internet to investigate the past.

**Inclusion**

All children should have access to History, therefore work and activities will be differentiated accordingly to ensure that children of all abilities participate to their full potential. Consideration will be given to language, resources and artefacts used. When planning visits, physical abilities will be taken into account.

Where applicable, children will be given the opportunity to carry out their own enquiries independently or in a group of equally talented pupils. They should also be encouraged to evaluate their own work.

Teachers will identify gifted and talented pupils. They will plan specifically for them using the inclusion column on the planning format, specifying suitable strategies/activities/support for different learning styles.
Identifying gifted and talented pupils

Children who are gifted in history are likely to show some or all of the following characteristics.

Historical knowledge
They may:

- Have an extensive general knowledge, including a significant amount of historical knowledge.
- Develop with ease a chronological framework within which to place existing and new knowledge.
- Demonstrate a strong sense of period as a result of study.

Historical understanding
They may:

- Understand and apply historical concepts to their study of history.
- Be able to draw generalisations and conclusions from a range of sources of evidence.
- Appreciate that answers arrived at depend largely on the questions asked.
- Recognise how other disciplines can contribute to the study of history and draw readily on what they learn in other subjects to enhance their historical understanding.

Enquiry
They may:

- Be able to establish and follow a line of enquiry, identifying and using relevant information.
- Be good at reasoning and problem solving.
- Show discrimination when selecting facts and evaluating historical evidence.
- Question subject matter in a challenging way.
- Be intrigued by the similarities and differences between different people’s experiences, times and places and other features of the past.
Assessment

Assessment of History by class teachers will be evidenced in workbooks and through Annual Review reports and end of year reports. The updated National Curriculum documentation will provide assessment pointers for teachers to refer to. An annual report to parents will detail progress and achievements in History.

Equal Opportunities

History can develop children’s understanding of equal opportunities by developing their knowledge of local, national and international history. At Longford Park School we believe that History should reflect the lives of all members of society: women, men, old, young, poor, wealthy, black and white. In so doing, we provide children with a balanced view of History on which they can draw interpretations and conclusions. This promotes tolerance and understanding of different cultures and societies.