

## History at Catshill First School and Nursery

### Aims:

We are committed to providing all children with purposeful learning opportunities to learn from and engage in history. We want to stimulate the children's interest, curiosity and understanding about the past. We want the children to ask questions, think critically, consider a variety of evidence sources and develop perspective and judgement. Linking closely to the school values, we aim to promote pupils' own social development through working together and problem solving. We encourage pupils to comment on moral questions and dilemmas from the past. Teaching children to respect and value diversity is encouraged in the day to day teaching and learning. History teaching helps pupils to understand the complexity of their lives, the process of change, the diversity of societies and the relationship between different groups. We believe that the teaching of history can influence pupils' decisions about personal choices, attitudes and values. Through quality first teaching and a rich, innovative and creative curriculum we hope that children are able to think like historians and foster a love and enjoyment towards the subject.

### What you will see:

History is taught through a topic approach and our curriculum is carefully planned to ensure progression between year groups. We encourage visitors to come into the school and talk about their experiences of events in the past. 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. Pupils are provided with opportunities to examine historical artefacts and primary sources. In the Early Years Foundation Stage (EYFS) History is taught through the children's 'Understanding of the world', which is an aspect of the Early Years Framework. They learn through a range of experiences that introduce the concept of time and change. Your child's teacher may ask 'What happened next?' after reading a story or perhaps look at other sequences of events, such as getting dressed, planting a seed or making a sandwich. Learning about change over time may include children bringing in photographs of themselves as babies and thinking about how they have changed over time. Throughout the year they will have rich and purposeful opportunities to explore photographs and artefacts, listen to and retell stories and memories, role play events and experiences, discuss events in the past and their own lives and sequence events to gain a sense of time and chronology.

During Key Stage 1, pupils learn about people's lives and lifestyles; finding out about significant women, men, children and events from the recent and more distant past in Britain and the wider world. They will also investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time. Through English and drama, children will be able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented. Throughout Key Stage Two, pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. This sense of understanding of chronology will be referred to throughout their learning journey so that children become secure in their understanding of important historical events and eras, trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically-valid questions about change, cause, similarity and difference, and significance. Children will learn to select, organise, review and present relevant historical information. Children will begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated.

### Ensuring this is put into practice:

Children are supported through pre-teaching of topic based vocabulary, on the spot interventions, questioning, the use of real life artefacts, continuous discussion and debate. We ensure children have the opportunity to work in 'learning partners', small group activities, whole class activities and on a one to one basis. Assessment is an integral part of the teaching and learning process; it is used to inform planning, to provide challenge and support. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Feedback and Marking Policy. The monitoring of History takes place by the Subject Leader and is completed regularly across the school. Skills progression books are used to provide examples of what is being taught in each year group to ensure coverage and sequence of History taught.