

History at Kirk Smeaton CE Primary School



Reviewed: May 2023

To be reviewed: May 2025.

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History engages the children's curiosity about the past and plays an essential part in preparing us for living and working in the contemporary world.

Aims of History

- Fire pupils' curiosity about the past in Britain and the wider world.
- Encourage thinking about how the past influences the present.
- Help students develop a chronological framework for their knowledge of significant events and people.
- Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world.
- Develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.
- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To develop a knowledge of chronology within which the children can organise their understanding of the past.
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials.
- To distinguish between historical facts and the interpretation of those facts.
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.

Curriculum

Through history the children learn a range of skills, concepts, attitudes and methods of working.

Early Years

In Reception Class pupils find out about past and present events in the children's own lives, family members and of friends they know. They begin to know about their own culture and that of other people. They are encouraged to show an understanding of sequencing simple events. This makes a

significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Key Stage 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

By the end of Key Stage 2, most children will be able to....

- Understand Chronology
- Investigate & interpret the past
- Build an overview of world history
- Communicate historically

Curriculum organisation

Class Teachers are responsible for teaching the skills and knowledge set out in the National Curriculum. History is taught through a themed approach and is linked to science, history, art, DT and music.

Inclusion/Equality

We believe that a broad and balanced geography education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability.

Equal Opportunities and Special Needs

Pupils with SEND will be taught through adapted/ scaffolded work and a variety of teaching strategies. Teachers seek advice via the SENCo for children with physical disabilities such as cerebral palsy, when planning field study activities. Children for whom English is a second language are particularly able to contribute and take a leading role in geography lessons where their home country is the focus.

Assessment

Children's progress in history is teacher assessed.

Resources

In order to teach history a range of resources are used such as texts, artefacts, photographs, portraits and primary sources. These resources are kept in the upstairs storage room. Laptops, ipads as well as the environment, high quality educational visits and local historians are also employed during the teaching of history.

Safety Guidelines

Teachers refer to the School's Health and Safety Policy and the safety procedures recommended in the DfEE 'Health and Safety of Pupils on Educational Visits' guidelines for the field study aspects of this subject.

Time Allocation

The present National Curriculum suggests that this subject should be allocated approximately 1 hour per week in KS1 and KS2 or the equivalent if it is blocked for a number of weeks however, history is woven into our theme approach.