

History

Aims and purpose

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.

The national curriculum for history aims to ensure that all pupils:

- 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 (DfE)

Teaching, learning and planning.

In Preston Candover CE Primary School we use the Hampshire History Enquiry Packs as a basis to ensure our pupils receive a broad and balanced history curriculum. Through exciting topics each pupil is taught historical age appropriate knowledge and skills as they experience history throughout the school. The curriculum is planned over a two-year cycle through long term and medium term planning to ensure pupils have maximum exposure to the progression of historical skills. This includes interpretation, analysis, questioning, recognising the consequences of change and being able to explain why people/events are significant –all valuable life skills to prepare pupils to contribute to society. To teach history teachers use the Six Step History Enquiry shown below to build on previous knowledge. Teachers plan in a variety of visits, experts artefacts and resources to bring History into the classroom.


Six step history enquiry

Step 1: Teacher motivates pupils to want to learn and scopes the enquiry


Step 2: Children collect information in interesting and varied ways




Step 3: Children make sense of ideas and process the information by:



Step 4: Children draw their own conclusions, *making their own meaning*



Step 5: Their understanding is checked, developed and refined by:



Step 6: Pupils create their final, imaginative product after teacher models:

Assessment

Teachers assess pupil's knowledge, understanding and skills throughout history lessons by observing the pupils during the lesson and adapting planning when necessary to suit the needs of the pupils in their class. Feedback is given to pupils by class staff and their peers. All teachers follow the school Marking and Feedback Policy. Each historical enquiry is also assessed through a grid at the end of each topic using the key history skills covered by assessment criteria. All assessments are used to inform and improve future practice and support the pupils in their learning.