



LATCHMERE  
ACADEMY TRUST

## History Policy

Status	Curriculum
Review Cycle	Annual
Date written/ last review	September 2019
Date of next review	September 2020

*NB: Throughout this document Latchmere Academy Trust may be abbreviated to "LAT"*

## Reasons for studying History

“If you would understand anything, observe its beginning and its development.”

*Aristotle*

“Whoever wishes to foresee the future must consult the past; for human events ever resemble those of preceding times. This arises from the fact that they are produced by men and women who ever have been, and ever shall be, animated by the same passions, and thus they necessarily have the same results.” *Machiavelli*

In teaching history, we encourage pupils to understand more about themselves as individuals and as members of society. They learn to find evidence, weigh it up and reach their own conclusions. Our children enjoy a hands-on approach to history, using a range of artefacts and other information sources to investigate the past. Our focus for enquiry spans from investigating our own lives and past in the Foundation Stage to World War II in Year Six. In all our historical studies, we aim to bring to life characters from the past in order to motivate pupils and stimulate their imagination.

## Aims

Our principal aim in the study of history is to stimulate pupils’ curiosity and interest in both the past and the present and to explore the relationship between them. We make the learning accessible to all, including those from vulnerable groups.

We aim to help pupils to:

- Build up an understanding of themselves and their place in society
- Develop an interest in the past and an appreciation of human achievements and aspirations
- Develop knowledge of chronology so they can organise their understanding of the past
- Understand the values of their society and others
- Learn about the major issues and events in the history of their own country and of the world, and how these events may have influenced one another
- Understand how the past was different from the present and that people of other times and places may have different values and attitudes from others
- Distinguish between historical facts and interpretation of those facts
- Understand that events usually have complex causes, so that historical explanation is provisional, always debatable and often controversial

We develop concepts and ideas in these areas:

- Chronology
- The inter-relationship between people and cultures over time
- The evaluation and interpretation of various sources of historical evidence

We develop the following skills:

- Asking questions and formulating hypotheses
- Planning and organising an investigation
- Finding, collecting, recording and analysing information
- Extracting information from a variety of sources, both primary and secondary

- Distinguishing clearly between fact and inference
- Discussing and debating with each other or with the teacher
- Appropriate use of historical language
- Reading and writing in a variety of genres, including narrative, analysis, explanation and description
- Presenting findings to the class in displays, using models, photographs, drama and audio-visual presentations
- Use of appropriate ICT software for historical enquiries

## **Content**

All year groups study at least one or two history units, which, where appropriate, link into other subject units studied at the same time.

### Foundation Stage

Past and present in our own lives

### Year One

Chronological understanding

Changes through the passage of time – homes and seaside

People in history – Guy Fawkes

Similarities and Differences - Toys, old and new, Victorian schools compared with schools now

### Year Two

The Great Fire of London

The Space Race

Christopher Columbus

Famous people – e.g. Queen Elizabeth I, Samuel Pepys, Mary Seacole, Florence Nightingale

Timelines

### Year Three

British history: Roman invaders and settlers

A world history study: Ancient Egypt

### Year Four

Britain and the wider world: Tudor times

A world history study: The Aztecs

### Year Five

European history study: Ancient Greece, Victorian Britain

### Year Six

Local history study / Britain since 1930: Life in Kingston during World War Two;

A world history study: Mahatma Gandhi, Martin Luther King Jr.

**Fieldwork** visits have included:

- Central Kingston
- Hampton Court Palace
- The British Museum
- The Imperial War Museum

A number of visitors are also organised to add value to the study units. For example, for the Foundation Stage, grandparents discuss with the children their own past experiences, the Rainbow Theatre drama company run stimulating workshops sessions for many year groups, and an Old Latchmerian (Latchmere School) visits Year Six to talk about his experiences in World War II.

### **Cross-Curricular Links**

The teaching of history lends itself to a variety of links with other National Curriculum subjects, throughout the key stage. History offers the opportunity for pupils to develop **English** skills through reading and responding to a range of information sources and historical evidence, as well as communication and presentation skills. **Drama** skills are also developed through role-play, freeze frames and other activities. Pupils develop **mathematical** skills through an appreciation of timelines and chronology. There is significant emphasis on **computing**, with opportunities to use the Internet for historical enquiries. Pupils also use IT for presentation. Work is carried out in the Apple Mac suite in Key Stage Two, as well as on laptops throughout the school.

Other cross-curricular links include **Geography** (for example world studies, historical enquiries about events during the same time period in different locations), **Science** and technology (exploring past inventions and lifestyles), **RE / PSHCE** (appreciation of past societies, values and viewpoints) and citizenship (discussing political and social issues throughout history). **PSHCE** cross-curricular links include one-off lessons focusing on topics such as Black History Month or Europe Day. Specific **DT** examples include Year 3's production of an Egyptian Museum and Year 5's Victorian Workshop.

### **Assessment and monitoring**

In Key Stage Two, formative assessment takes place in the marking of pupils' books and also questioning pupils in class. Outriders are then annotated on medium term plans. Children often begin a topic with a mind map focusing on their existing knowledge and return to this when they evaluate their learning at the end of a unit. Teachers then complete the individual unit assessment sheet, noting children that have exceeded expectations as well as children who have not met the standard.

These assessment grids allow teachers to assess the children against the standards for each particular unit of study. The end of year report assesses history in terms of knowledge and

understanding, skills and effort. These areas are assessed against the following criteria: below average, average and above average.

The Foundation Stage assesses through the Foundation Stage Profile. Key Stage 1 assesses in the following ways:

- Setting adequate tasks which promote understanding
- Marking which addresses historical matters
- Work scrutiny enables skills and knowledge to be assessed during KS1

## **Resources**

Pupils have access to a wide variety of historical resources. Displays are regularly used to provide a stimulating, interactive starting point for a historical study. Pupils are encouraged to bring in their own artifacts and resources to provide a focus for discussion. School based resources include information books, original and reproduced documents, artifacts, pictures, photographs, videos, music and CD Roms. Moreover, plans link to Espresso, Google Earth and other Internet sites. In KS2, resource boxes for each study unit are stored centrally; year group sets of books are stored in individual classrooms. In EYFS and KS1, resources are stored centrally in the history cupboard.

The local environment provides a useful resource with Hampton Court Palace, Ham House and Kingston Museum as good examples. The oral contributions of local people also provide pupils with the sense that the past was real and stimulates their imagination.

## **The role of the History Co-ordinator**

- To raise the profile of and be responsible for the development of the subject throughout the school
- To complete, annually, a self-evaluation form for this subject
- To be a source of expertise, advice and information for colleagues
- To manage the budget and purchase resources for history
- To manage storage for resources, and ensure that colleagues have access
- To attend history coordinator meetings and training courses
- To provide enrichment opportunities for children
- To update colleagues on subject development, giving training where necessary
- To consult with colleagues in planning and developing units of study
- To monitor the teaching of history

## **Conclusion**

In order to provide children with a strong historical knowledge and to evoke in them a passion for learning about the past, we aim to continuously seek out ways to raise the standards and overall profile of history within Latchmere Academy Trust.