



'Achieving Through Learning'

History policy 2021 22

Purpose

Here at Nelson Academy we are committed to providing all children with learning opportunities to engage in history. The learning and teaching of history aims to provide opportunities to understand, appreciate and enjoy the multi-cultural world in which we live and to celebrate its rich diversity. We aim to develop children's ability to chronicle, investigate and explain the past and thereby understand our world as it is.

History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, a set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue their point of view.

Aims and Objectives

Teaching and learning in History will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It will 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.

The aims of history are:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To foster an interest in and understanding of the past.
- To develop a knowledge of chronology within which the children can organise their understanding of the past.

- To enable children to know about significant events in British and world history.
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage.
- 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 that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.
- To develop skills of enquiry, investigation, analysis, evaluation and presentation.

Curriculum

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working.

At Nelson Academy we are keen to adapt where possible to link our topics and learning to local perspective.

Teaching and Learning

The school uses a variety of teaching and learning styles in history lessons. We aim to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We take on a whole class learning approach and combine this with enquiry-based research activities. Where possible, we like to support the children's learning with appropriate artefacts, such as objects, books or pictures. We encourage each key stage to go and visit museums or history places of interest, as well as allow visitors who can develop the children's interest through different workshops or to talk about their experiences with the past. Children develop history understanding through a range of teaching methods, including through the use of art, drama, dance and computing. Children are provided with the opportunity to work independently or collaboratively, to ask as well as answer historical questions. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about any information that they are given.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Cross Curricular Links

At Nelson Academy we try to encourage where possible any cross curricular links, but especially in the teaching of English. We actively promote the skills of reading, writing, speaking and listening which means some of the texts that we use in English are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters, which is all encouraged through our new core knowledge curriculum.

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as timelines.

Children use ICT in History to enhance their skills in data handling and in presenting written work, and they research information using the internet. Children have the opportunity to use the iPad to record and use photographic images.

History contributes significantly to the teaching of personal, social, citizenships and health education as well as the promotion of fundamental British values. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect to others.

Assessment and Recording

Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Resources

Visits are planned to enhance learning and give hands on activities. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be family members or representatives of the local community.