



Aston-on-Trent Primary School Intent, Implementation and Impact

History



Intent

History has always been a subject about which we are passionate at Aston-on-Trent. Studying history gives pupils the opportunity to develop an understanding of why the world and its people are the way they are today. They begin to ask questions as they explore the diversity of human experience, past lives and societies.

Across the whole school, there are four key historical learning intentions that the children will explore over the course of their education.

- To investigate and interpret the past.
- To build an overview of world history.
- To understand chronology.
- To communicate historically.

As they develop these skills in a range of contexts, so too will they develop the ability to be independent learners, using the key historical skills they have gained to analyse, question and compare sources of evidence to form their own judgements about the past.

Implementation

History in the Early Years

Children in Reception learn about History under the umbrella of Understanding of the World through a range of fun, play-based activities and experiences, based on half termly topics.

As children learn about the world around them they find out about the past through talking to parents, grandparents and friends and they develop an interest in their own story as well as the stories in their family – this is the beginning of developing an understanding of the past and helps them to learn about how other people are different from them, yet share some of the same characteristics and ideas.

History in Key stage 1 and 2

Since September 2014, we have been following the new History Curriculum which focuses on British history. The idea is that by the end of their primary education, children will have a chronological understanding of British history from Stone Age to present day and are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this is the need to look at world history. At our school the children will explore the ancient civilisations of Egypt, Greece and the Mayans or Benin, developing their understanding of trends over time and across concurrent civilisations.

History is taught through investigation and enquiry. Children develop an understanding of how history has had an impact on our lives today both locally, nationally and internationally. Whilst it is important for children to have facts, we wish to encourage independent and critical thinking which will foster an understanding of 'why' as well as 'who', 'what', 'when' and 'where'.

Lessons are planned so that there is time for discussion and debate, fostering an environment of enquiry which enables children to revise and justify their opinions as well as encouraging children to ask as well as answer questions about history.

We believe that history should be an interactive subject which strives to ignite a child's natural curiosity. Each unit being planned includes opportunities for children to investigate, handle artefacts, pictorial evidence, watch historical footage, take part in role play activities, visit relevant sites and museums and where appropriate, experience oral history, engaging with historical characters and ways of life.

At present, our curriculum provides a rich variety of topics that cover The Stone Age to World War II. Each topic has an overarching question which they refer to at the end of each lesson to

see how different events and actions can accumulate to build a deeper understanding of a historical period. They explore this question using a variety of investigative skills, engaging and becoming more familiar with historical skills such as analysing and debating the reliability of sources, making comparisons between historical periods, devising historically valid questions, drawing conclusions from sources and making links between events.

Cross-Curricular links within history

Each unit incorporates many cross curricular links with Maths, Literacy, Geography, Art, ICT, PHSCE and Religious Education.

When relevant, children complete a piece of history writing based on literacy targets. This enables them to use the vocabulary they have learnt creatively as well as familiarising them further with the range of writing types and genres they cover throughout the school. As well as being a an opportunity to consolidate writing skills and reapply them in an alternative and more independent context, this type of activity also allows the children to put themselves in the shoes of the historical characters they are learning about and approach their learning from a different perspective. We have found this is a really good way of revising learning from the lesson whilst progressing with writing.

Geography is an integral part of history as land use and location are central to why certain historical events happened. Many of the tasks our children tackle in history lessons draw upon this understanding.

History Trips

At Aston, we believe that fieldwork trips are highly valuable for cementing historical understanding and bringing history to life. Staff are constantly looking for new experiences that will enrich the learning of their pupils. This year's history trips have taken us to Crich Tramway museum in key stage 1 and Stone Age recreations at Rural Pride. We also organise talks and workshops, some of which have a cross-curricular link and some where an expert shares their knowledge with the children in a creative capacity.

History at Aston

With the wealth of information collated by the Local History Group and their dedication to our school, this does provide our children with a great opportunity to discover more about the past. As well as this, history is everywhere – in buildings, churches and our old school. Children can also learn a lot from our own personal stories of the past which allow them to understand that the world changes with each generation. At Aston we actively encourage children to continue their research at home through homework projects. Below are some websites you might find useful:

<http://www.bbc.co.uk/schools/primaryhistory/>

<http://resources.woodlands-junior.kent.sch.uk/teacher/history.html>

<http://www.show.me.uk/>

<http://www.historyonthenet.com/>

Impact

We strive to ensure that our children's attainment in history is in line with or exceeding their Age- Related Expectations. We measure and track this carefully using a range of materials, our reflective marking policy, informal teacher assessments, pupil and teacher feedback and end of year reports to parents. The impact is that children will be academically and emotionally prepared for life in Secondary school, in Modern Britain and the world.

We measure the impact of the progressive history skills not just by the work our children produce, but in the behaviour we see every day in all learners on the playground, in corridors, and in the many roles we give them. The impact should be that children don't give up, are highly motivated to succeed and achieve and are equipped with all the personal skills to do this.

At the end of each unit we have the opportunity for the pupil voice to be heard; each class will discuss their learning so far, reflect on the questions they asked at the start of the topic and how their knowledge has enriched their understanding of the world. This sharing of their learning will help to impact an enthusiasm and sense of curiosity about the past, encouraging the children in their first steps towards being life-long learners.