



**HISTORY VISION**

"History can mean two things - the past and the study of the past. Learning about the past and the methods used to study it helps pupils make sense of the world in which they live." HISTORY is important because it helps pupils develop a sense of identity through learning about family history, the development of Britain and the world. It helps pupils understand the present in the light of the past. It enriches other areas of the curriculum such as Maths (chronological order) ICT (enquiry) English (organisation and communication), PHSE (empathy with other people's lives). History helps children to begin to understand the complexities of peoples lives, the process of change and their own identity.



**AIMS**

- To develop curiosity, interest and awareness of the past and the way in which it is different from the present.
- To begin to learn about chronology from the earliest times to the present
- To understand some of the ways in which we find out about the past
- To know and understand significant events of the past
- To begin to understand abstract terms such as 'parliament'



**FOUNDATION STAGE**

History falls within 'knowledge and understanding of the world' aspect of the Foundation Stage. Children will find out about past and present events relevant to their own lives and family. In the Foundation Stage, historical study will start from pupils' own experiences and from those of their immediate family e.g. creating a timeline from their birth to the present day, grandparents sharing experiences of their childhood. They will experience significant decades through role play and our History Curriculum Week which will include 'dressing up and behaving' like people from the past (eg. Victorian children at school).



**KEY STAGE 1**

Pupils will develop an awareness of the past using common words and phrases that relate to the passing of time. They will learn where people and events that are significant to our history fit within a timeline and different periods.

Pupils will be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally (World Wars, Victorian, The Great Fire of London)
- The lives of significant individuals from the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (Neil Armstrong, Samuel Pepys, Queen Victoria)
- Significant historical events, people and places in their own locality (School building, Kingston town importance in Saxon times)

**HEALTH AND SAFETY**

Children must be taught to handle artefacts with care and respect their value. A Risk Assessment is taken prior to any offsite visits. Children must be closely supervised when taking part in fieldwork and are taught about the dangers and how to take responsibility for their own safety.

## TEACHING AND LEARNING

The curriculum is delivered through cross-curricular topics and is integrated with Literacy and Numeracy. History is taught creatively through:

- Drama and role play e.g. freeze framing famous people and hot seating.
- The study of artefacts, pictures, video clips and text.
- The use of the World Wide Web and CD ROMS.
- The use of the school and its surroundings (eg. Visits to the war memorial etc).



Key areas:

Chronological Understanding - sequencing objects in the correct order

Knowledge and Understanding of Events, People and Changes in the past - Why people acted in certain ways and the differences between ways of life at different times

Historical Interpretation - Identifying ways in which the past is shown through pictures written accounts, films, plays and songs

Historical enquiry - How to find out about the past through the use of primary and secondary sources

### HOW TO HELP AT HOME

- Sequence and order days of the week, months of the year, seasons and holidays.
- Use historical vocabulary e.g. yesterday, last week, before, long ago, last, past.
- Visit a local museum.
- Find out about the past by asking questions to older members of your family.
- Use your local area and compare old and new objects.

### ICT ACROSS THE CURRICULUM

We aim to ensure that all subjects use ICT where relevant to enhance the learning for all of our children. This will also be linked with suggested homework activities that will extend and consolidate children's learning.

### ASSESSMENT

In the EYFS, assessment will focus on teacher observations and recordings. Assessment in Key Stage One will be recorded in their topic folders. Children's progress in this subject will also be reported in their end of year report.

### Equal Opportunities and Inclusion

All children regardless of race, gender or ability have equal access to History in order to develop their personal, historical capability. We carefully plan, monitor and assess to ensure all of our pupils feel valued.

We aim to teach children to uphold where applicable British values and a mutual respect and tolerance of these with different faiths and beliefs.

### USEFUL WEBSITES

[http://en.wikipedia.org/wiki/Kingston\\_upon\\_Thames](http://en.wikipedia.org/wiki/Kingston_upon_Thames)  
<http://resourcesforhistory.com/historywebsites.htm>  
<http://www.primaryresources.co.uk/history/history.htm>  
[www.bbc.co.uk/schools/famouspeople/standard/nightingale/](http://www.bbc.co.uk/schools/famouspeople/standard/nightingale/)  
<http://www.teachingandlearningresources.co.uk/funhistory.shtml>

### Living Values

We are a Living Values school. Each month we link our chosen Values within each area of the curriculum. Through our Values and our SMSC (Spiritual, Moral, Social and Cultural) education we aim to enable pupils to develop their self knowledge, self esteem and self confidence. This is how we help pupils to understand right from wrong and to respect other cultural