



# History at Limehurst

History is the study of mankind in the past and the way in which people interact with their environment at a given time.

History in the primary school aims to prepare children for adult life by developing an awareness of time, the sequencing of time and encouraging an understanding of the need to use a variety of sources. It has strong links with other subjects, making children aware of other cultures, the need to develop empathy with others and differences between periods studied.

## **Aims**

The main aims of history in the primary school are outlined above. We also aim to encourage children to:-

Ask questions about the past.

To view the world from different perspectives.

To develop awareness of historical issues.

## **Skills, attitudes, concepts and knowledge**

To make children aware of the achievements of people in the past, addressing gender and multicultural issues.

To develop concepts of continuity and change.

To fulfil the requirements of the Foundation stage and the National curriculum.

To recognise that the past is represented and interpreted in different ways, and give reasons for this.

To develop the ability to acquire evidence from historical sources and form judgements about their reliability and value.

To develop knowledge of British, European and World history.

To explore links between history and other subjects.

To develop the quality of open mindedness which questions assumptions and demands evidence for points of view.

To encourage the use of concepts that aids the understanding and interpretation of history.

To encourage children to appreciate the social, political, economic, cultural, religious and ethnic diversity of societies.

To find out about the events, people and changes studied from an appropriate range of sources of information.

To ask and answer questions, and to select and record information relevant to the focus of the enquiry.

## **Teaching Methods**

Limehurst is a school with mixed age group classes, we therefore have devised a rolling programme to teach history across Cycle A and B.

History themes are mainly delivered through class topics which form part of a long term programme, often related to other curriculum areas, and planned cross curricular opportunities are used where possible. The topics include formal teaching, explanation and visits, as well as independent learning and research skills.

## **Continuity and Progression**

The long term rolling programme promote progression and continuity of activities throughout the school. The teachers plan with an awareness of skills, concepts and



attitudes as well as knowledge to ensure a good understanding of the subject at an appropriate level.

### **Differentiation and Special Needs**

Many of the activities provided allow for differentiation through outcome and by the amount of adult support given to individuals or groups of children. At other times differentiated activities are followed to ensure an appropriate coverage of the curriculum. Children with special needs are encouraged, and supported when necessary, to allow them the fullest access to the curriculum. Where necessary work can be related to individual needs.

### **Monitoring, Record Keeping and Assessment**

Samples of work are monitored by the staff as part of the whole school monitoring cycle. Evidence of work achieved can be seen in the recorded activities done by the children. Evaluation of work is carried out through marking, discussion, assessment and classroom observations. Annual reports to parents include an end of year summary of achievement. Assessment follows the whole school policy for the assessment of foundations subjects

### **Equal Opportunities**

History offers practical situations where children can work together. It is a strong vehicle for considering the provision for equal opportunities in the past, allowing for discussion, comparisons and the drawing of conclusions.

### **Resources**

The school has a supply of history resources and texts.

### **Cross Curricular Links**

History is a subject which lends itself to strong cross curricular links and these are planned for at all levels, ie in long, medium and short term planning as thought appropriate by the class teacher. PHSE/ Citizenship, ICT, Literacy and Geography links are positively promoted.