

Riverside Junior School

Nurture : Inspire : Challenge to develop **Creativity : Love of Learning : Excellence**

Overview of Approach

Aims and objectives

The aim of history teaching at Riverside School is to engage pupils' interest and to make them passionate about the past. We teach children a sense of chronology, and through this they develop a sense of identity and learn to value their own and other peoples' cultures. We aim to deliver excellent knowledge & understanding of a range of historical periods & of concepts through a balance of 'overview' and 'in depth' studies. The core of our practice is 'doing history'; we aim to develop our pupils' enquiry skills so that they can actively engage with historical sources, ask questions & research & present their findings critically.

We will:

- foster an interest in the past and to develop an understanding that enables children to discover & enjoy all that history has to offer
- provide challenging activities which develop the skills of critical enquiry
- enable children to know about key dates, events & significant individuals in British history
- develop a sense of chronology both within and across time periods
- develop an understanding and knowledge of the history of the locality
- understand how Britain is part of a wider European culture and to study some aspects of European history
- make pupils aware that history takes many forms including cultural, economic, military, political, religious & social history

Teaching and Learning Style

History teaching focuses on enabling children to develop their thinking skills and to become skilled investigators of the past. We aim to strengthen enquiry skills & give the children the confidence to work independently, ask searching questions & to investigate evidence & present robust arguments. We place an emphasis on examining primary sources. We believe 'experience' is the key; we visit sites of historical significance and encourage visitors to come into the school to fire the children's imaginations & make use of all senses. Enrichment activities are highly effective in promoting enjoyment & achievement in history and foster a culture where children are committed to doing their best. We also focus on helping children to understand that historical events can be interpreted differently at different times and from different viewpoints. Displays are used to enhance learning in the classrooms and to celebrate pupils' work.

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We recognise the fact that in all classes there are children of different abilities and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting hands on tasks which motivate all the children
- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty. Not all children complete all tasks
- providing resources of different complexity depending on the ability of the child
- using teaching assistants to support children individually or in groups

History Curriculum Planning

We use the National Curriculum as the basis for our curriculum planning in history, which we have adapted to ensure breadth of coverage. Increasingly history has been the focus of, or been included within, cross-curricular topics. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each topic and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school. We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term during each year; the history subject leader works this out in conjunction with teaching colleagues in each year group and the children study history topics in conjunction with other subjects. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programmes of study.

The history subject leader audits and reviews medium term plans on a regular basis. The class teacher writes the lesson plans for each history lesson (short-term plans). These plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans, although s/he and the history subject leader often discuss them on an informal basis.

The Contribution of History to Other Subjects and the use of Cross-curricular Topics

Links with other subjects are highly productive in strengthening pupils' learning in history.

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy are historical in nature. Children develop orally through

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discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing recounts and letters about historical events.

Information and communication technology (ICT)

We use ICT in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history at Key Stage 2. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet.

Personal, social and health education and citizenship (PSHCE)

History contributes significantly to the teaching of personal, social, citizenship and health education. 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 discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize 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 for others.

Spiritual, moral, social and cultural development

Rigorous planning ensures that history makes a contribution to pupils' spiritual development. We also provide children with the opportunity to discuss moral questions. The subject enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Teaching history to children with special needs

We teach history to all children, whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties, taking into account the targets set for children in their Individual Education Plans (IEPs), and also Gifted and Talented children. Children with special needs may receive extra help from teaching assistants.

Inclusion/ Equal Opportunities

All children matter and are given every opportunity to achieve their best. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from

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all social and cultural backgrounds, different ethnic groups and diverse linguistic backgrounds.

Assessment and Recording AFL

We assess children's work in history by making informal judgements as to how well the children have met the learning objective of the lesson. On completion of a piece of work, the teacher marks the work and comments as necessary using AFL guidelines. Peer assessment and self-assessment are also used. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil, perhaps by using a formal test, and records on a pro forma whether the child is average, above average or below average. National Curriculum level indicators are used at the end of the year to inform report writing.

Resources

There are resources for all history teaching units in the school. We keep these resources in a central store where there is a box of equipment for each unit of work. History resources are currently being reviewed, adapted and expanded by the subject leader depending on the budget available.

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history subject leader gives the headteacher an annual report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The history subject leader full fills this role by reviewing samples of children's work and aims to visit classes to observe teaching and question children in the subject when specially allocated time becomes available.

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SCHEME OF WORK SUBJECT OVERVIEW

	Autumn	Spring/Summer
Year 3	<i>Changes in Britain from the Stone Age to the Iron Age Who built Stonehenge? Did prehistoric people only want to survive? Overview: From Big Bang to melting Icecaps?</i>	<i>Britain's settlement by the Anglo Saxons & Scots & Vikings How bad were the Vikings? Overview: How different were the Vikings from the Romans & Anglo Saxons?</i>
Year 4	<i>The Roman Empire & its impact on Britain Why should we remember the Romans? Overview: Why have people come to Britain?</i>	<i>Toys through the ages (extends children's chronological knowledge beyond 1066)</i>
Year 5/6 2014-15	<i>An aspect in British History beyond 1066: WWI/WWII (Link to the centenary) How was Christmas celebrated in 1914? Overview: Do the experiences of local people tell us all we need to know?</i>	<i>The achievements of the earliest civilisations- where did civilisation begin and an in depth study of Ancient Egypt The pyramids is that all we need to know? Overview: What else was happening when Egyptians ruled?</i>
Year 5/6 2015-16	<i>Ancient Greece Was there more to the Greeks than the Olympic games? Overview: How have the Greeks been remembered?</i>	<i>Local History Study- How was Hebden Bridge changed by the Industrial Revolution? Overview: What was happening in the rest of Victorian GB?</i>