

History Handbook









"History is not a burden on the memory, it is an illumination of the soul" - Lord Acton

Approved by: Headteacher & SLT

Last reviewed: September 2023

Next review: July 2025

Rationale

Learning is a change to long-term memory. We want our children to develop a positive attitude towards History; to see it as an interesting, enjoyable and exciting subject. We want to inspire the children's curiosity to know more about the past, develop their understanding of identity and enable them to make better choices in life today.

Encouraging the children to ask questions, think critically and develop judgement about people and events in the past helps them to understand the present and prepare for the future. We want the children to develop a chronological understanding, being aware of events that happened in Britain long ago alongside that of the wider world. Enabling the children to investigate and interpret events from the past, develops the skills of enquiry and analysis which will support their ability to draw conclusions and communicate their findings.

Intent

Our History policy aims to foster a deep understanding and appreciation of the past among the children. We believe that history education is not just about memorising facts but rather about developing critical thinking skills, empathy, and a sense of connection to the past. Through this policy, we intend to help the children investigate and interpret the past, build an overview of world history, understand chronology, and communicate historically. Our ultimate goal is to create informed and engaged citizens who can apply historical knowledge to the challenges of the present and the future.

Implementation

1. Investigate and Interpret the Past:

- We will encourage the children to ask questions about the past and explore primary and secondary sources to find answers.
- Activities will include; analysing historical artifacts, diaries, letters, photographs, and maps.
- Children will learn to consider multiple perspectives and evaluate the reliability of sources.

2. Build an Overview of World History:

- Our curriculum will cover key historical events, figures, and civilizations from different time periods and regions.
- We will use age-appropriate materials, such as illustrated books and interactive multimedia, to engage children.
- Special emphasis will be placed on local history to connect the children with their community's past.

3. Understand Chronology:

- Children will develop a sense of historical chronology by creating timelines of important events and civilizations.
- We will use visual aids and storytelling to help the children grasp the sequencing of historical events.
- Concepts like BCE (Before Common Era) and CE (Common Era) will be introduced when appropriate.

4. Communicate Historically:

- Children will practice expressing historical ideas and narratives through various mediums, including writing, art, drama, and presentations.
- Debates and discussions will encourage the children to articulate their historical perspectives and defend their viewpoints.
- Class trips to museums and historical sites will provide opportunities to share knowledge in real-world contexts.

Impact

- 1. **Critical Thinking Skills:** Children will develop critical thinking skills as they analyse historical evidence, consider different viewpoints, and make connections between past events and current issues.
- 2. **Empathy:** Through the study of history, the children will gain a deeper understanding of different cultures, societies, and individuals, fostering empathy and tolerance.
- 3. **Historical Literacy:** Our children will graduate with a solid foundation in history, allowing them to participate in informed discussions about global and local issues.
- 4. **Citizenship:** We aim to produce responsible citizens who appreciate the importance of historical knowledge in making informed decisions and contributing to their communities.
- 5. **Life-Long Learners:** By instilling a love for history, we hope to inspire a life-long passion for learning and curiosity about the world.

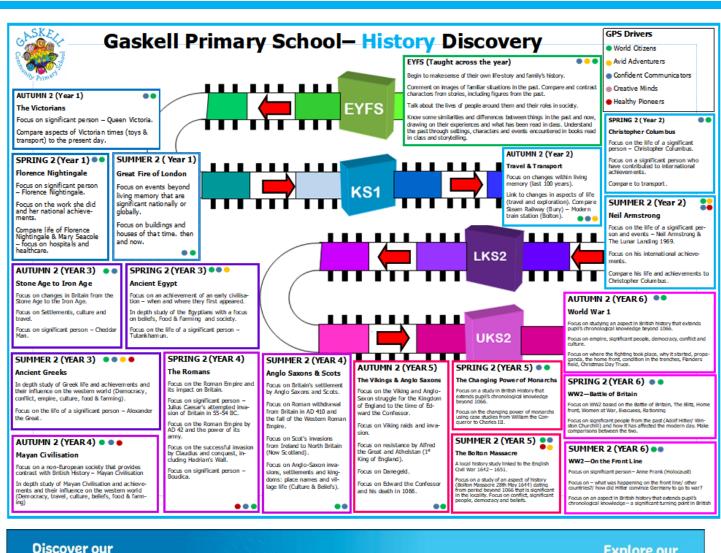
In conclusion, our history policy seeks to create a well-rounded history education that goes beyond rote memorization, enabling the children to investigate, interpret, and communicate about the past while building a strong foundation for understanding the world around them.

Curriculum Structure

By designing a curriculum that is concept-based, inquiry-driven, and focused on real-world connections, the children will not only acquire knowledge but also develop the skills and attitudes needed to apply that knowledge effectively in a variety of contexts. This approach fosters a deeper and more meaningful understanding of the world around them and empowers them to "know more, remember more and do more."

History will be taught half termly to ensure the children build up a variety of knowledge and skills. The knowledge and skills the children learn are built upon each year. We use concepts, so the children are able to make schema links and retain the knowledge in their long-term memory. Previous knowledge is recapped at the start of each new unit and lesson allowing the children to make connections and remember more.

We introduce and explain vocabulary specific for each unit so that the children are able to apply the vocabulary within their history lessons. Children use a knowledge organiser and classroom displays to help them recall key information quickly.





Planning

Our lesson plans are designed by the Subject Leader, who makes sure that the teaching of History is sequenced and progressive and that key knowledge and skills are built upon each year. In History, knowledge is selected by using concepts. The concepts build schema links, which allow the children to 'know more, remember more and do more'. We ensure that the skills outlined in the National Curriculum are covered within the units and that we are continuously re-visiting previous learning.

We do this by embedding the Gaskell Principles of Learning. We also make explicit links to our school drivers to ensure the children understand that when they leave Gaskell Primary School, they have experienced essential life skills such as being a confident communicator or an avid adventurer.

We use the knowledge organisers to support knowledge retrieval in each unit of work.

Assessment

We assess the children at the end of each unit using Learning by Questions. Children are assessed against their year group's objectives which are split into the following strands:

- Investigate & Interpret the Past.
- Build an Overview of the World
- Understand Chronology
- Communicate Historically

The information we gather during each unit about the performance of individual children and groups will enable the teacher to provide carefully tailored feedback, questioning, explanation and support, according to their needs. When each unit has been completed, teacher assessments are updated on **INSIGHT**. Subject work books and (where appropriate) Seesaw will also be used to support objectives and to showcase evidence.