

Years 3-6 are taught in class groups. This enables support, challenge and high aspirations.

Our history teaching units are:

- Ancient Egypt,
- The Greeks,
- The Roman Empire,
- Stone Age to Iron Age,
- The Anglo-Saxons,
- The Vikings,
- WWII
- The Mayan Civilisation
- 1960'S Youth Culture
- A local study being the growth of Wolverhampton

We develop children with the following essential characteristics to help them become historians:

* We use the following six areas of history to study and enhance the children's ability to become historians:

Historical interpretation, Cause and Consequence, Change and Continuity, Similarity and Difference, Historical Significance and Cause and Evidence.

* An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;

* The ability to think critically about history and communicate ideas confidently to a range of audiences;

* The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;

* The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;

* A respect for historical evidence and the ability to make critical use of it to support their learning

* A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;

* A developing sense of curiosity about the past and how and why people interpret the past in different ways.

When and where appropriate, opportunities will be encouraged to promote historical learning across the curriculum. E.g.

- English - report writing, persuasive writing, speaking & listening, drama activities etc
- RE - telling stories etc
- Geography - map drawing, changing settlements etc
- ICT - using research tools to enhance their skills in using the Internet
- PSHE- discovering how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. Learn how society is made up of people from different cultures and developing tolerance and respect for others.

The school uses the National curriculum: history programmes of study as the basis for curriculum planning and will focus on the teaching of British, local and world history.

The work of the co-ordinator involves keeping up to date about current developments in History.

Children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically.



History at Uplands



What does it look like?

At Uplands we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians.

By linking learning to a range of topics, including Ancient Egyptians and Greeks, Romans, Stone Age, Anglo Saxons, Vikings, WWII a local study and the 1960's Youth Culture.

Our school policies reflect commitment to an inclusive, creative and exciting curriculum, based around high quality teaching and learning.

As part of our goal to become a 'Rights-respecting School and further embed the 'Respect for All' ethos in school we acknowledge article numbers: 12, 19, 27, 29 and 39

We teach history throughout topic-based curriculum. We organise a number of visits to sites of interest and have a wide range of historical artefacts that we use with the children as well as organised visits within school. Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history.

Our aims in History are:

*To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer.

*To enable children to know about significant events in British history and to appreciate how things have changed over time.

*To develop a sense of chronology.

*To know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education.

*To understand how Britain is part of a wider European culture and to study some aspects of European history, including democracy;

*To have some knowledge and understanding of historical development in the wider world;

*To help children understand society and their place within it, so that they develop a sense of their cultural heritage.

*To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.