

## Supporting history learning at home

Curriculum overviews, sent home at the beginning of each term and shared on the school website, can help you find out what topics will be covered. You can also help your child by:

- ◆ Watching or reading the popular and funny CBBC Horrible Histories series. This can be a fun activity to share.
- ◆ Talking about events, people and inventions from the past.
- ◆ Reading books which are set in the past (Search [www.amazon.co.uk](http://www.amazon.co.uk) Children's Books section, Fiction section, Historical section).
- ◆ Reading information books about a period in history your child is learning about or interested in. Make a fact book to share.
- ◆ Create artwork related to a period or person in history.
- ◆ Make a timeline of people in your family and when they were born or important events.



## Websites

There are a range of fun websites that children can access to support history learning.

<http://horrible-histories.co.uk/>

<http://www.bbc.co.uk/history/forkids/>

<http://home.freeuk.net/elloughton13/index.htm>

<http://www.kidspast.com/>

<http://www.nationalarchives.gov.uk/education/topics.htm>



STRADBROKE PRIMARY SCHOOL



## *History*

## *Stradbroke Primary School*



## History at Stradbroke

## How we bring the past to life...

## Links to the curriculum

**Studying history helps children to understand how people in the past lived, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.**

At Stradbroke we aim to:

- ◆ Deliver a high-quality history education which will help children gain a sound knowledge and understanding of Britain's past and that of the wider world.
- ◆ Inspire the children's curiosity to want to know more about the past
- ◆ Give our pupils the skills to ask perceptive questions, think critically, weigh up evidence and arguments, as well as develop their own perspective and judgement.



The teaching of history is frequently linked to the children's topic work or literacy. A significant historical event, person or period is chosen from the National Curriculum and the children's knowledge and skills are then developed through creative, high-quality planning. Lessons are delivered by the class teacher or a higher level teaching assistant.

At Stradbroke we encourage **a fun, meaningful and hands-on** approach to history. The school provides plenty of engaging and memorable opportunities for children to develop a passion for the subject. For example:

- ◆ Visits to museums, places of historical importance
- ◆ Experience days where children have the opportunity to role play and are immersed in the history of a particular period
- ◆ Expert historians visiting the school, bringing a range of activities and artefacts for children to explore
- ◆ History based role play areas within classrooms (costumes, artefacts, timelines)
- ◆ Museum days – children design and create realistic museum displays and are given the opportunity to present a wide variety of work to parents and carers in unique and creative ways
- ◆ Children have also created their own "A day in the life of a ..." experiences for parents, based on learning throughout the term

We endeavour to give the children as broad an understanding of history as possible, by making sure we link it closely to other subjects.

**Literacy** – Can we write about events and people in the past in our written work? Can we imagine what it was like through drama activities?

**Maths** – What can statistics and data from the past tell us? How long ago was it? Did they have the same number systems as us?

**Geography** – Where did events happen? Where did people come from? How have places changed and why?

**Science** – How or why did it happen – scientific explanations?

**Art** – Who were famous artists in the past? What techniques did they use and why? Can we create artwork relating to historical figures or artefacts?

**DT** – Can we improve or modernise designs from the past? Who were the significant inventors and designers? What did they do and how did that change history?

**RE** – What different religious beliefs did people hold? Can we compare these with present day beliefs?

**PSHE** – What was life like for people in the past and why? What we can learn from their behaviour and decisions?

**Music** – What was music in that period like? What instruments did they have and what were they like compared to modern day?

**PE** – What games and dancing were popular? Can we have a go or adapt them?