



Rushall Primary School

History Policy

September 2019

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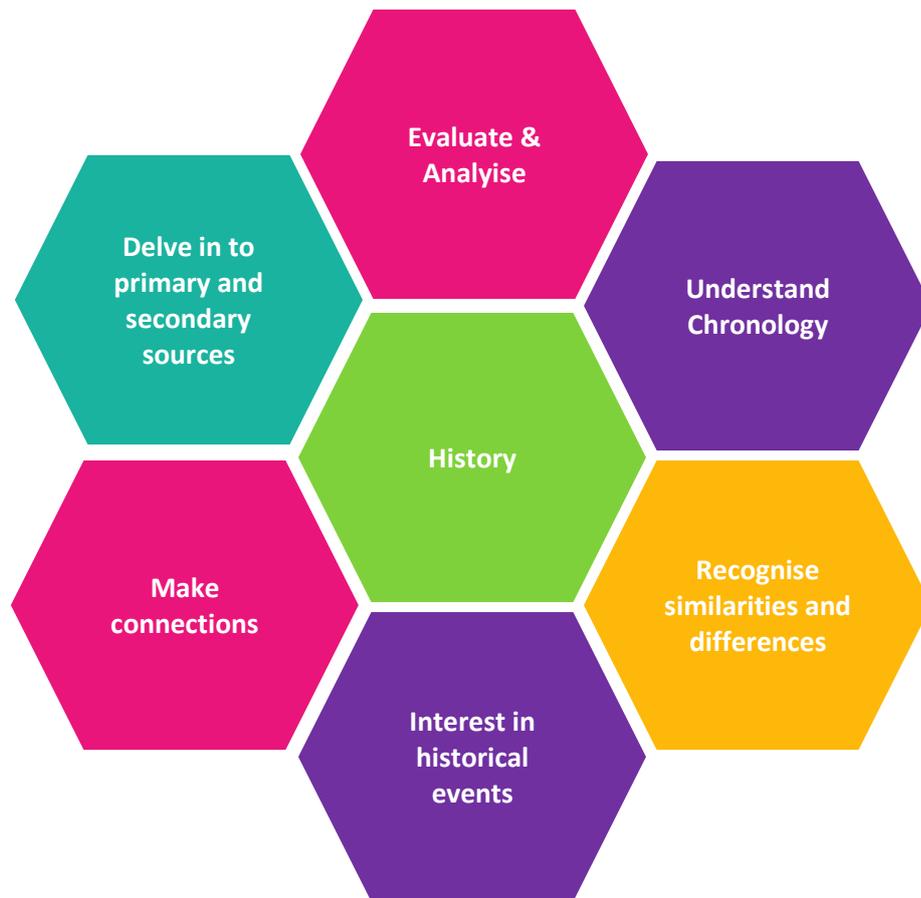
Vision and Aims

We will enable the children at Rushall to learn about the past in order to gain a wider understanding of how this has shaped the world they live in today. Children will gain a deeper knowledge of local and world history by using high quality texts in order to access the chronological narratives that history provides. Investigations of historical sources will creatively engage the children's imagination whilst developing their confidence in the skills of bias to challenge and debate different viewpoints to prepare them for a life beyond Rushall.

History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the modern world. Pupils consider how the past influences the present, what past societies were like and how beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that will prepare them for life beyond Rushall.

The aims of history are:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To understand how the past is different from the present and that historic people and societies had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial
- To develop an understanding of similarities and differences when considering different points of view



Delivering the History curriculum

The children undertake historical study as part of the Curriculum. Through history the children learn a range of skills, concepts, attitudes and methods of working. The children are given the opportunity to learn about historical events and past civilizations through exploring sources of information and excursions. We provide 'real life' experiences for our children by inviting experienced and knowledgeable visitors to enrich the history curriculum (for example, Tudor musicians and Native Americans).

History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

During Key Stage 2 pupils learn about British history in chronological order, significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past, using dates and historical

vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history. We use whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to high quality secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

The long-term plan maps the history topics studied in each term during each key stage. We use the national scheme of work for history as the basis for our curriculum planning in history. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

As the basis for our medium-term plans, we use the national scheme of work which gives details of each unit of work for each term. The history subject leader keeps and reviews these plans on a regular basis.

Outcomes

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to National expectation.

The history subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school.

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader and senior leadership team of the school. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, providing a strategic lead and direction for the subject across the whole school.

Review

Staff and governors will review this policy annually.

Rebecca Smith
History Subject Lead
September 2019