



## Rockwell Green Church of England Primary School

# History Policy

Status:	NON-STATUTORY
Responsible person:	History Subject Leader
Responsible Governor:	
Ratified by the Head Teacher:	September 2022
Date first approved by the Governing Body:	March 2020
Review Period:	Biennially
Review Date:	September 2024

Rockwell Green Primary School believes that History makes a valuable and distinctive contribution to pupils' education. History is about real people who lived, and real events which happened in the past. 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 contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. 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 are prized in adult life.

This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

### **OUR AIMS - INTENT**

The aims of history are:

- To help pupils develop a sense of identity through learning about their family, the development of their community, Britain, Europe and the world.
- To introduce children to what is involved in understanding and interpreting the past.
- To develop a range of skills necessary for historical enquiry and interpretation.
- To arouse an interest in the past and an appreciation of human achievement.
- To understand the present in the light of the past; the influence that events in the past have in shaping the present.
- To develop children's knowledge and understanding of major issues and events in the history of their own country and others.
- To acquire a chronological structure and language in order to provide a frame-work for understanding the past.
- To understand the difference between the past and present and that people of other times and places may have held different values and attitudes from ours.
- To understand that evidence from the past can be interpreted in different ways.
- To enrich other areas of the curriculum.

### **EARLY YEARS**

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.

### **KEY STAGE 1**

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

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

## **KEY STAGE 2**

In Key Stage 2, pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and that the past can be represented and interpreted in different ways. Pupils should learn to draw their own conclusions about the past, based on evidence, imagination and questioning and present their ideas in a variety of forms, including drama, poetry and display and sustained writing in different forms.

## **IMPLEMENTATION: TEACHING AND LEARNING**

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 and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. Teachers should attempt to make links between units of work and encourage pupils to use previous knowledge in approaching new work. 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 secondary sources such as books and photographs and use computing and non-fiction books to aid research
- 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 use drama and dance to act out historical events
- They engage in debate and discussion
- They are shown, or use independently, resources from the internet and videos to support learning and develop enquiry skills
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

## **HISTORY CURRICULUM PLANNING**

In the most part History, Geography and Science are the key drivers behind termly or half-termly topics and other areas such as English, Maths, Design & Technology and Art will be utilised as a vehicle to develop a deeper knowledge and understanding of the period being studied. History planning is informed by the content of the National Curriculum 2014. This information is developed by staff into Medium Term Plans, which is used to produce more detailed lesson plans. Topic content shows a balanced coverage based on the National Curriculum and an enquiry based approach to teaching and learning.

## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

**Spiritual development:** Spiritual education in History involves the mystery of how and why events in the past happened and their many causes, and helping students to a realisation that events did not have to happen that way, they could have taken other directions. History allows students to see the similarities between people now and in the past and sometimes through sources and artefacts we feel that we can almost reach and touch them. Artefacts, for example, can bring us closer to people through touching what they felt, feeling their shoes, clothes etc.

**Moral Development:** As part of moral development, History provides opportunities for discussion as to what is right and wrong and reflect on the actions of significant individuals and events from the past.

**Social development:** History allows opportunities for collaborative learning, enabling pupils to co-operate together.

**Cultural development:** By exploring different periods of history and peoples, the children can gain knowledge of different cultures, values and laws, learning tolerance and understanding of their diversity.

## **RESOURCES**

Resources specific to individual units are kept in Topic Boxes which are stored at the back of the previous kitchen. A box of books related to each topic are also kept in the Bungalow.

## **VISITS and EXPERIENCES**

Whenever possible, visits related to History topics are made or visitors are invited into school. Events and experiences are also organised within school that give the learning relevance and purpose eg. acting out the Christmas Truce in WW1. In addition, we subscribe to Somerset Heritage which provides both artefacts that can be used by school and visits.

## **ASSESSMENT AND RECORD KEEPING**

At Rockwell Green primary School assessment is an integral part of the teaching process. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Feedback Policy. At the end of each unit teachers will complete an assessment overview making a judgement against the objectives taught making a note of children who are both strongly secure and those that have not met the objectives for the unit.

## **MONITORING**

The History coordinator at Rockwell Green Primary School is responsible for monitoring curriculum coverage and the knowledge and skills being acquired by the children. Monitoring takes place

regularly through sampling children's work, pupil voice, teacher planning, through a book scrutiny and lesson observations.