



# Rollesby Primary School and Nursery

## History Policy

Children are naturally interested in the world around them and the past. The study of History makes a valuable contribution to their understanding of all aspects of life, giving a sense of identity and heritage.

### **Aims**

The national curriculum for history states that all pupils should:

- *know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.*
- *know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind*
- *gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'*
- *understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses*
- *understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed*
- *gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.*

Through our history teaching we will encourage children to:

- be observant about the historical and social aspect of their local environment and national heritage.
- help pupils to develop a chronological framework for their knowledge of significant events and people.
- be aware of the past and recognise links between local, national and international events.
- distinguish fact from opinion and develop their own point of view.
- be tolerant and respectful of the many value systems, cultures and peoples represented in the past and present.
- 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.

## Planning

- Topics are planned carefully to ensure that learning covers the requirements of the National Curriculum. The school has created a long-term plan to ensure continuity and progression We follow the learning questions laid out in the learning challenge curriculum (see attached curriculum map).
- History will be taught through topics and there will continue to be cross-curricular links with many other subjects.
- In the Early Years topics invite children to explore 'other times' and think about how things are similar and different when compared with their own lives. They are encouraged to think about patterns and changes that have occurred prior to the present.
- Learning is planned through an enquiry approach where possible. Historical questions are used as a starting point for investigating sources and as a basis for further work.

## Teaching and Learning

History teaching focuses on enabling children to think as historians. It is important that pupils get as many chances as possible to examine historical artefacts, look at primary sources and experience history first hand. In each key stage we give children the opportunity to visit sites of historical significance and we encourage visitors to come into school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?' about the information they are given.

Children should be aware of their surroundings, know how they have developed and how they can be preserved. This begins with investigations into their own past and the local area and this process should be reflected in the teaching and learning situation.

Curricular links to other areas are recognised and developed fully.

## Available Resources

- A selection of reference books (fiction and non-fiction) are available in the school library.
- The school has a collection of video and DVD materials and collections of photographs, pictures and maps.



- Interactive whiteboards, the ICT suite and iPads can be used for research on websites.
- Trips, visits and visitors to school will be arranged where possible to enhance learning.

## **Assessment, recording and reporting**

Individual class assessments and recording of achievements in history will be done in a variety of formats. This includes gathering evidence of what individual pupils know and understand, by observing them at work and discussing with them and evaluating the work they produce.

There is an annual report to parents on how well the pupil has achieved, what they do well and what is needed to bring further improvements.

## **Review**

This policy will be reviewed by the subject leader as part of the general curriculum review programme....Autumn 2020.