



Rudston Primary School

History Policy

Date: September 2022

Subject Lead: Miss R. Myers

This policy and all school policies are produced in accordance to guidance set out in our school legislation and guidance policy.

Approved By Governors: September 2022

Review: Autumn Term 2024

Our Mission Statement:

To develop a love of learning,
enabling all children
to reach their full potential.

* Respect * Resilience *
* Responsibility * Enjoyment *
* Challenge *

Safeguarding Statement:

“Rudston Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

History Policy

1 Curriculum Statement

1.1. Intent

At Rudston Primary we are fully committed to providing a history curriculum that gives children an understanding of Britain's past and that of the wider world, which includes the study of significant people and the impact of ancient civilisations. Through our history curriculum we aim to encourage and develop curious thinkers and learners with a self-awareness of where they come from. Through history there are opportunities for children to explore historical evidence enabling them to ask challenging questions in order to develop their perspective and judgement. Children leave Rudston Primary School with the understanding that Liverpool plays a significant part in world history, being able to recognise changes in living memory and beyond and having developed a love and enjoyment for the subject.

The aim of history teaching here at Rudston Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. They therefore learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of historical enquiry and interpretation.

1.2 The aims of history in our school 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 and local history and to appreciate how things have changed over time;
- to develop a chronologically secure knowledge of history;
- to develop 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 the skills of enquiry, interpretation, organisation and communication.

2 Teaching and learning style

2.1 History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites that are local and of historical significance. We encourage visitors to come into the 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 information they are given.

2.2 We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks;
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

3 History curriculum planning

3.1 We use the history programmes of study as the basis for our curriculum planning in history and these are taught through the Learning Challenge curriculum. This imaginative topic based curriculum successfully builds on pupils' cross-curricular skills and knowledge as they move through the school. 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.

3.2 We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term within each year group; one history based learning challenge topic is covered in each year group and the children also study history topics in stand alone lessons, especially in understanding the world in EYFS. Each objective within a topic is question based to allow for independent and teamwork enquiry, discovery, research and investigation. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

3.3 As the basis for our medium-term plans, we use the National Curriculum along with the Learning Challenge Curriculum and select appropriate objectives that relate to the history topic. The history subject leader monitors these plans to ensure correct coverage.

3.4 The class teacher writes the lesson plans for each history lesson (short-term plans). These plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans, although the history subject leader may discuss these with them on an informal basis.

4 The contribution of history to other subjects

4.1 English/Literacy

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Where possible we use texts in English lessons that are historical in nature and have a link to our Learning Challenge. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing pieces of work such as reports and letters independently and by using writing frames.

4.2 Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as exploring time-lines. Children learn to interpret information presented in graphical or diagrammatic form, for example they may study the impact of the plague by analysing population statistics.

4.3 Computing and technology

We use technology in history teaching where appropriate and we meet the statutory requirement for children to use technology as part of their work in history. Children use technology in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use the digital camera and iPads to record and use photographic images.

4.4 Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions, for example, how society should respond to poverty and homelessness. They discover 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. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

4.5 Spiritual, moral, social and cultural development

When teaching history, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, for example, during the year 2 study of Nelson Mandela and Rosa Parks. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

5 History and Inclusion

5.1 We teach history to all children, whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEPs).

6 Assessment and recording

- 6.1** 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 in accordance with the marking policy. We use O Track to assess individual children's progress against the end of year expectations for history.
- 6.2** The history subject leader collates samples of children's work which are saved in a folder. These demonstrate what the expected level of achievement is in history for each age group in the school.

7 Resources

- 7.1** There is a range of resources and books for year groups to access. There is a library in both key stage 1 and in key stage 2 which contain a good supply of topic books to support children's individual research. Whenever possible we invite visitors into school, to share new and exciting resources with the children to enrich their learning. These could be grandparents, parents, neighbours or representatives from the local community. For a number of topics, we plan visits to places of historical interest and make links to our locality.

8 Monitoring and review

- 8.1** Monitoring the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The history subject leader monitors children's work, wall displays and carries out pupil interviews. The work of the history subject leader also involves supporting colleagues in the teaching of history and keeping them informed with current developments in the subject.

Signed: R.Myers

Date Agreed: September 2022

Date to be reviewed : Autumn 2024