

History Policy

Rationale

The things that have happened in the past influence all aspects of our lives and shape the customs and beliefs of the communities to which we belong. In addition to being a member of the general community in Britain, the pupils at Royal Cross are also members of minority communities. Studying history is therefore intended to help pupils make sense of their world and develop a sense of identity in relation to the communities to which they belong.

At Royal Cross Primary School, pupils are given access to the past through a whole school creative curriculum that supports their understanding of important events in the history of Britain, Europe and other parts of the world. They are helped to build a clear chronological framework of the development of societies from ancient to modern times by making links across the different study units. They are given opportunities to investigate local history and to learn about and interpret the past from a range of primary sources.

The Curriculum provides pupils with a wide range of teaching and learning experiences including a strong focus on visits, visual experiences and first-hand learning opportunities. Pupils are provided with opportunities to develop their historical knowledge through learning about, and understanding, important aspects of local, national and world events and the histories of cultures other than their own.

Aims and Objectives

Through the teaching of History at Royal Cross, we aim:

- To develop pupils communication & language skills and support them to develop a broad vocabulary.
- To stimulate curiosity about the past.
- To develop research skills needed to access relevant information.
- To increase knowledge and understanding of the history of Britain, Europe and the world.
- To help pupils develop a sense of identity through studying the history of their locality.
- To give opportunities to convey understanding / interpretation of past events in a variety of ways.

Delivery of the National Curriculum

Elements of History are incorporated into termly topics through a whole school 4-year curriculum cycle and are delivered to the Reception children, through the Foundation Stage Curriculum (Knowledge & Understanding of the World). At Royal Cross, pupils experience the full range and breadth of the History Curriculum and access the curriculum in ways that are appropriate for their individual needs and are fully supported and challenged to reach their own individual potential. Whenever possible work is reinforced by using real artefacts, visits to museums and other places of significance and a key focus is on the development of vocabulary and language and communication skills.

In the EYFS the curriculum aims to support pupils:

- To develop a sense of time through events in stories and in children's own lives and their family relationships using appropriate vocabulary.
- To develop an awareness of time and change. Learning about seasons and life cycles through photographs and artefacts.

For pupils working at KS1, the curriculum aims to enable pupils:

- To develop an awareness of history and a sense of chronology through the study of the lives of people and events in the more distant past.
- To know where the people and events they study fit within a chronological framework.
- To understand the methods of historical enquiry through using a variety of sources to compare lives, past and present, and question events in the past.

For pupils working at KS2, the curriculum aims to enable pupils:

- To extend the depth of historical enquiry and broaden the range of study.
- To be able to make connections and note contrasts and trends over time.
- To interpret and communicate historical knowledge in a variety of ways, through art and drama as well as the written word.
- To increase awareness of events, people and societies from the past, in order to gain a better understanding of the present.
- To ensure there is progression from key stage one through teaching and combination of in-depth and overview studies about British, local and world histories.

Teaching and Learning

A variety of enriching teaching approaches are encouraged:

- Teacher presentations, role-play and storytelling.
- Classroom discussions and debates.
- Individual and group research and presentations.
- Investigating, analysis and evaluation of sources of evidence, including visual and multisensory artefacts, maps, photographs, paintings and other documents.
- Computing - interactive white board and internet resources, CD ROMs, iPad Apps and other visual and resources.
- Library books from the school library or the Library Loan Service
- Fieldwork, visitors and visits to museums and sites of historic interest.
- Special Event days.

Assessment and Monitoring

Teachers identify during the planning stage clear, appropriate and challenging learning objectives for pupils and opportunities for assessment are identified. Teachers use a range of Assessment For Learning Strategies to monitor pupils' ongoing learning and progress.

Feedback to pupils is given either verbally/signed or written and next steps in their learning are identified to support ongoing development of skills, knowledge and understanding.

Teachers use B Squared to formally record pupils' progress termly. These records are kept in the pupil's blue file.

The monitoring of History teaching may be carried out through lesson observations and book scrutiny by the Subject lead or the school Senior Leadership Team. These will both focus on coverage of the curriculum and the use of historical enquiry skills.

Equal Opportunities

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of History. British History, where possible, is set within the context of Europe and the World. When selecting source material, a range of perspectives and viewpoints are represented, including those of men and women of different racial, national or religious groups. Care is taken that societies are not just represented from the British perspective but also from their own. The importance of the pupil's own cultural background is recognised as a resource which may give an alternative view of events from the past as well as the present.

Health and safety

Fieldwork, trips and site visits are an important part of Historical work and school health and safety guidelines should be followed at all times. Risk Assessments for trips off site should be carried out following the Evolve Procedures.