

# Rakegate Primary School



## History Policy

## **1 Aims and objectives (Intent)**

**1.1** The aim of history teaching here at Rakegate 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. Thus they 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 enquiry, analysis, interpretation and problem-solving. Throughout the key stages, children will develop historical vocabulary.

**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 history and to appreciate how things have changed over time;
- To develop a sense of chronology;
- To know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- To understand how Britain is part of a wider European culture and to study some aspects of European history;
- To have some 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 in children the skills of enquiry, investigation, analysis, evaluation and presentation.
- To describe the social, ethnic, cultural or religious diversity of past society.

## **2 Teaching and learning styles (Implementation)**

**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 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. The teaching of history is taught through the Cornerstones and themed days.

**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;
- Grouping children by ability in the room and setting different tasks for each ability group;
- Setting challenging tasks for children
- Providing resources of different complexity depending on the ability of the child;
- Using teaching assistants to support children individually or in groups.

### **3 History Curriculum Planning**

**3.1** We follow the National Curriculum to plan lessons. We use milestones and age related targets to assess children.

**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 during each key stage.

**3.3** Cornerstones curriculum is used to support the planning of history lessons through a project/topic approach. Each project/topic is covered every half-term.

#### **4.1 Foundation Stage**

As the reception class is part of the Foundation Stage of the National Curriculum, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

#### **4.2 Key stage 1**

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

#### **4.3 Key stage 2**

During Key Stage 2 pupils learn about 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 both in depth and in overview, 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.

#### **4.4 Cross-curricular links**

When and where appropriate, opportunities will be encouraged to promote historical

learning across the curriculum. This could be through links with:

- English - report writing, persuasive writing, speaking & listening, drama activities
- Math – linking time lines to number lines
- RE – telling stories
- Geography – map drawing, changing settlements
- Computing – using research tools (Internet), word-processing
- Art – drawing of artefacts
- DT – Making artefacts out of clay

### **5.1 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 such as 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 recognize 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.

### **5.2 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, when studying topics such as child labour in Victorian Britain. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. 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.

## **6 Special Educational Needs**

6.1 At Rakegate we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the 'I can' statements show progression and areas to develop.

6.3 We enable pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **7 Assessment and recording (Impact)**

7.1 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 and comments as necessary including next steps where appropriate. Read

and Respond is used to develop understanding. We assess the progress of the child and we pass this information on to the next teacher at the end of the year.

- 7.2 The history subject leader completes book scrutinies and completes learning walks. The books demonstrate what the expected level of achievement is in history for each age group in the school.

## **8 Resources**

- 8.1 There are sufficient resources for all history teaching units in the school. We keep these resources in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books and software to support children's individual research. If staff require particular resources the subject leader will buy these.

## **9 Monitoring and reviewing**

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