

*'...those who hope in the LORD will renew their strength.
They will soar on wings like eagles; they will run and not grow weary,
they will walk and not be faint.'* Isaiah 40:31

connect | nurture | aspire | learn | excel | hope



Reculver Church of England Primary School



History Policy

Date adopted by Local Governing Body:

Date of next Review: September 2019



History Policy

History is an interpretation of the past. It is the chronicle, investigation and explanation of the past which develops an understanding of people, events and how the past has shaped the present. It is a view that needs to be investigated with the available evidence.

Aim and Objectives

The learning and teaching of history at Reculver Primary School aims to provide opportunities to understand, appreciate and enjoy the multi-cultural world in which we live and to celebrate its rich diversity. We aim to develop children's ability to chronicle, investigate and explain the past and thereby understand our world as it is.

Aims

- To encourage an interest and enthusiasm in the past;
- To help pupils understand the world they live in;
- To develop pupils' critical awareness;
- To understand how the past was different from the present and that people of other times and places;
- may have had different values and attitudes from ours;

Objectives

- To foster the skills of enquiry, research, investigation, analysis and evaluation;
- To develop a sense of chronology;
- To enable children to know about significant events in British history and to appreciate how things have changed over time;
- To have some knowledge and understanding of historical development in the wider world;
- To help the child to understand why events took place, the causes and the effects;
- To develop an ability to debate and make judgements about causes;
- To develop independent enquiry, higher order questioning and varied communication, employing a wide range of media;

The organisation of History at Reculver School

Early Years

The teaching of history in reception will be in accordance with the Early Learning Goals, further information can be obtained in the Early Years Foundation Stage Policy.

Key Stage 1 and 2

In Key Stage 1 and 2 history is taught through the cross curricular topics (Inspire curriculum) where all elements of the programme of study for history are included. See table below for more information:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Personal History	Celebration Now and Then	N/A	Grace Darling	George Forrest	
Year 2		Comparing old and new toys	Wright Brother		Queen Victoria and Queen Elizabeth II	
Year 3 and 4 (Curriculum A*)	N/A	Anglo Saxon and Viking Invaders		Vile Victorians	N/A	
Year 3 and 4 (Curriculum B*)	Untied Kingdom customs	Stone age to Iron age	N/A		Roman Empire and life	The impact of the Romans on British life
Year 5	Greeks		London in the 17th Century Plague and Great Fire of London		Mayans	
Year 6	N/A		Egyptians	Battle of Britain	History of Pop Music	

* Due to the mixed year group children will be following a two year rolling programme. Curriculum A started in 2016-2017 and Curriculum B will be 2017-2018 and then continue in this pattern in subsequent years.

Planning

Medium term and lessons plans are provided through our Inspire curriculum scheme of work. Teachers are required to adapt these plans to suit the needs of the children in the class and also annotate plans to inform assessment for learning.

Principles of Teaching and Learning

Inclusion and Differentiation: All children must have regular access to History appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Work must be differentiated to aid children's learning. Also, more-able children should be given open-ended tasks and be given opportunities for further research, source analysis and more challenging studies. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school. Any specific individual's needs must be identified in their Educational Health Care Plan.

Breadth and Balance: Over each key stage history will be studied from a variety of perspectives; political, economic, social, religious cultural and aesthetic. Planning for lessons ensures a balance of concepts, skills and perspectives through the key stage.

Teaching and Learning Styles: The expectations is that learning and teaching styles will differ from each lesson and will address the needs and wants of the children and the needs and wants of the subject being taught. At Reculver, we utilise many learning and teaching styles.

Variety: Opportunities are provided for children to learn from a range of sources of evidence. Children are encouraged to ask historical questions, analyse sources and evaluate for themselves. Books, maps, documents, pictures, photographs, artefacts, paintings, oral sources and music are used to enable children to investigate the past. ICT links are explored and children regularly use ICT resources through use of CD ROMs, internet research and DVDs. Educational visits and visitors are organised where appropriate to enhance and enrich children's learning.

Health and Safety

The safe use of resources is encouraged at all times, as is the safe handling of food and artefacts. Further information can be found in the Health and Safety Policy. When organising educational visits, teachers must refer to the Educational Visits Policy.

Equal Opportunities

Every child, regardless of age ability, sex or race will have equal opportunities to access the full curriculum for history through differentiation.

Marking

Marking needs to be in line with the school marking policy.

Assessment, Recording and Reporting

Teachers will make regular assessments of pupils' progress in history. Parents will be informed through the school's reporting system. Assessment should be active and participatory, addressing progress in development of skills and action as well acknowledge and understanding. It should allow opportunities to reflect on experiences, pose questions, make judgements in the light of

evidence about their strengths and needs and plan how to make progress. Children individually and with their peers, should have the opportunity to reflect on their activities, share their reactions and make sense of the experience in relations to themselves and others. They can identify what went well, what went wrong and why. Gradually they can learn to draw conclusions about their own strengths and weaknesses.

Resources

To enrich history lessons, a varied range of resources (including books, maps, documents, pictures, photographs, archeological artefacts, paintings, oral sources and music) will be collated and available in school. Resources for each year group are to be kept in the classroom and added to by the History Subject Leader when required.

Subject Leader's Role

The History Subject Leader will:

- Act as consultant and advisor to staff.
- Report on standards achieved in history.
- Work within the allocated budget for history in the management of resources.
- Order and monitor the use and storage of history resources.
- Monitor history planning and teaching in accordance with the monitoring schedule.
- Liaise with the Governing Body with regards to the development of history.
- Seek opportunities to develop cross-phase links.
- Identify and deliver history training opportunities.
- Provide opportunities to broaden the students' enthusiasm and love for history through cross-curricular days, clubs and projects.

Ashley Whitnell