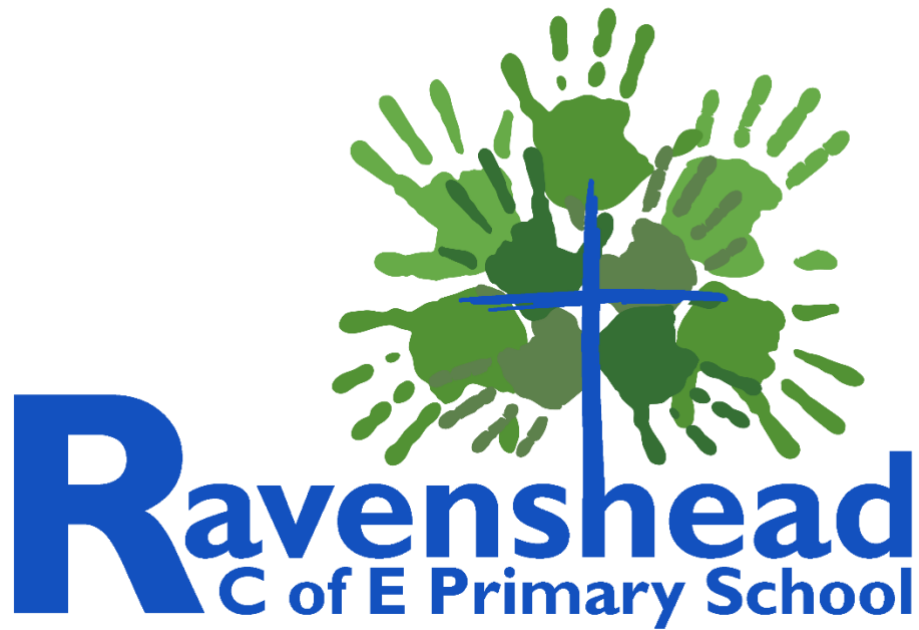




History Policy

This policy was updated:	Nov 25
This policy will be reviewed:	Sept 26
Statutory policy:	Yes.
Source:	School

Our School Vision

Our school vision is based on the theme of '*Taking Care*'. We strive to encourage our children, staff and wider community to 'take care' of one another through the core Christian Values of:

Kindness, Hope, Courage and Respect.

Our vision is inspired by the words in Corinthians:

“Let love and kindness be the motivation behind all that you do.”

(1 Corinthians 16.14)

Ravenshead C of E Primary School is committed to valuing diversity and to equality of opportunity. In biblical tradition, children in particular are seen to hold a special place in the priorities of God. Furthermore, we hold to the foundational belief that all people are created in God’s image and are intrinsically valuable. Everyone should be treated as fundamentally precious, irrespective of behaviour, achievements or potential.

Therefore, we aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect and feel able to contribute to the best of their abilities. The school’s biblical foundation provides a model of Christian community described as the ‘body of Christ’, in which everyone has a part to play, and everyone without exception has God-given gifts which are to be used for the benefit of others.

Why is History important?

History is important because it helps pupils to understand and interpret the past, and therefore, the present.

Through History, pupils develop a deeper cross-cultural awareness and understanding of their own and others’ heritage, through looking at evidence and asking and answering questions.

In History, we can analyse successes and failures, which, in turn, teaches us to learn from our mistakes.

The National Curriculum states that ‘a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time’.

What is the aim of our History curriculum?

We aim for our pupils to have an understanding of the History of Britain as a chronological narrative. They will understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

They will 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. They will gain knowledge about the achievements and follies of mankind and understand abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

They will 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. They will 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.

They will 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.'

When is History taught?

The History curriculum for each key stage has been divided up into objectives for each year group to cover. Each year group has a historical enquiry question that leads the curriculum at some point across the year. Details can be found on the curriculum coverage document for History and half termly overviews for each year group.

How is History taught?

Each unit of History focuses around a key enquiry question. This is then broken down into small step questions linked to subject knowledge:

Who were they?

When did they live?

How did they live?

What changes have happened over time?

The children will also develop understanding of the following key concepts:

Sequencing and chronology

Continuity and change

Cause and consequence

Similarity and difference

Historical significance

In addition, they will also develop enquiry skills in the following areas:

Historical enquiry
Using evidence
Drawing conclusions

History teaching focuses on enabling children to think as historians. Where possible, the children examine historical artefacts and primary sources to support enquiry into the past. Where appropriate, children are given the opportunity to take part in educational visits either off-site or those led by external providers.

Stories are used as a way of stimulating interest in the past. We support children's understanding that historical events can be interpreted in different ways and they are encouraged to ask searching questions.

What do we learn about in History?

We learn about the following:-

Year 1/2

The local area – village of Ravenshead

Dr Barnado and childhood in the past

The lives of significant “heroes” in the past and how they have made contributions to society

The lives and achievements of Mary Seacole and Elizabeth Blackwell

Year 3

The Vikings

The Scots

Ancient Greece

The local area and beyond – farming and Newstead Abbey

Year 4

Anglo Saxons

Prehistoric Britain

The Mayans

Year 5

The Romans

The local area – mills and mines

Year 6

Wartime Britain

Ancient Egypt

Who do we learn about in History?

We learn about the following individuals:-

Key Stage 1

Thomas Edison

Dr Thomas Barnado

Walt Disney

Mother Teresa

Mary Seacole

Elizabeth Blackwell

Key Stage 2

Various world leaders and rulers from the past

How do we assess and monitor History?

We have a whole school system of teacher assessment. The teachers use their observations of the children, the children's books, photographic evidence or knowledge gained during pupil discussions to judge whether a child has reached age related expectations or has been working below age related expectations.

Examples will be distributed to staff for them to support their judgements.

These assessments can these be used to inform future planning and can be used by future year groups too.

The Subject Leader will gather data from these assessments and using them to inform future subject development and support for pupils.

How are all children supported during History lessons?

We recognise that some children may require more support or challenge and provide suitable learning opportunities by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of varying difficulty, enabling all children to work to their full potential.
- Providing challenge or support using different resources.
- Using teaching assistants where available to support the work of individual children or groups of children.

Which History resources are available?

History resources can be found in the KS1/2 storage areas. Each unit of the curriculum has a storage box, with a list of resources for easy location. New resources are ordered as appropriate and are subject to budget considerations. Online resources will be shared with staff as appropriate. We have an annual subscription to the Historical Association which is available to support teaching and learning.