

# Rowdown Primary School History Policy



## Rationale

At Rowdown we believe that the study of history impacts not only on cognitive and language development but also on the child's social and moral development. We believe that history also helps to develop a child's sense of being and belonging to a community.

History is about the study of past societies and why societies have changed and develop an understanding of the different periods in history and make links across these periods. This involves looking at social, political and economic factors and how these affected the lives of all people within a civilisation. History should reflect the lives of all members of society and provide children with a balanced view of History on which they can draw interpretations and conclusions. This promotes tolerance and understanding of different cultures and communities.

In learning about the past children will encounter different sources of evidence. By using these, children will have to deduce information. They will also need to question the historical value and worth of the sources used. In doing this, experiences and opportunities will occur to develop other skills. Language skills will be developed through speaking, listening, reading, writing, drama and stories.

Children will also have to classify, sort and present a variety of data. Numeracy and geographical skills will be developed working with dates and primary evidence such as street maps, census records, directories, etc.

## Aims and Objectives

At Rowdown we believe that history is an active study of the past, which maintains a relevance to today's life. In teaching history we aim to:

- Develop an awareness of the past and how it differs from the present.
- Develop skills of historical enquiry and interpretation of evidence.
- Develop literacy, communication skills and the presentation of ideas.
- Instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- Develop an interest in the past and an appreciation of human achievements and aspirations
- Understand the values of our society
- Learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- Develop a knowledge of chronology within which the children can organise their understanding of the past
- 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
- Understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- Distinguish between historical facts and the interpretation of those facts

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## **Teaching and Learning in History**

The scheme of work for history at Rowdown will be based upon the National Curriculum. It is topic-based and each topic will have clearly identified sub-headings: key questions, objectives, possible teaching activities, learning outcomes, assessment opportunities, historical skills, resources and links with other areas of the curriculum.

The teaching and learning of history in our school should be both stimulating and motivating. It should encourage children to ask questions to identify ways in which they might find the answers and then to search for those answers. We use a variety of sources of information and evidence including books, the Internet, CD ROM, DVD's, photographs, pictures, newspapers, diaries, letters and artefacts.

Pupil's should experience as wide a range of teaching and learning methods as possible, including practical activities and direct experience through historical visits and trips.

- Comment on why differences occur in sources and be able to present and communicate their own research on databases and use the Internet to investigate the past.

## **Inclusion**

All children should have access to History, therefore work and activities will be differentiated accordingly to ensure that children of all abilities participate to their full potential. Consideration will be given to language, resources and artefacts used. When planning visits, physical abilities will be taken into account.

Where applicable, children will be given the opportunity to carry out their own enquiries independently or in a group of equally talented pupils. They should also be encouraged to evaluate their own work.

Teachers will identify gifted and talented, and SEN/EAL pupils. They will plan specifically for them using the inclusion column on the planning format, specifying suitable strategies/activities/support for different learning styles. History enables pupils to learn about other cultures promoting respect and positive attitudes towards others; it recognises that the pupil's own cultural background is an invaluable resource which may give an alternative view of events from the past as well as the present.

## **Assessment**

The approach to assessment, record keeping and reporting of this subject area follows the whole school policy guidelines. All pupils' work is regularly marked and assessed against the key skills. Pupils are encouraged to improve their own learning performance through the school marking policy. Reports to parents are completed annually.

Agreed –