

Fairchildes Primary School History Policy

Rationale

At Fairchildes 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. This involves looking at social, political and economic factors and how these affected the lives of all people within a society.

We feel that 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

At Fairchildes 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:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To understand the values of our society.
- To 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.
- To develop knowledge of chronology within which the children can organise their understanding of the past.
- 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.
- To 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.
- To distinguish between historical facts and the interpretation of those facts.
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.

Teaching and Learning in History

The scheme of work for history at Fairchildes 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 is 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, multimedia resources, pictures, newspapers, diaries, letters and artefacts.

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

Inclusion

All pupils regardless of race, creed, gender, class, ability or disability are given the opportunity to develop their history skills and understanding in a safe and supportive environment. When planning visits, physical abilities will be taken into account.

Teachers will identify gifted and talented, and SEN/EAL pupils. They will plan specifically for them ensuring they are able to achieve or be challenged in every history session. All staff will specify suitable strategies, activities and 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, Record Keeping and Recording

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.

