



**Richard de Clare
Community Academy**

History Policy

Reviewed:	Summer 2020
Next review date:	Summer 2023

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. (National Curriculum 2013)

Aims:

At Richard de Clare Community Academy and Nursery, we believe that History should be concerned with stimulating the children's interest and understanding about the life of people who lived in the past. We aim for the children to develop a sense of identity and a cultural understanding based on their historical heritage. We teach children to understand how events in the past have influenced our lives today; we also teach the children to investigate these past events and, by so doing, develop the skills of enquiry, analysis, interpretation and problem solving.

This policy outlines the purpose, nature and management of the history taught and learnt in our school. It outlines the guiding principles by which this school will implement the teaching of History based upon the National Curriculum objectives.

To provide quality teaching and learning of history. We aim:

- To promote an interest in the past
- To develop an understanding of events over time and in a chronological structure
 - To learn about the roles that individuals and events have played in shaping modern society
- To develop an ability to investigate and interpret different versions of past events
- To learn to study historical evidence and to ask and answer questions about the past
- To develop the ability to communicate historical knowledge and understanding using a variety of techniques
- To encourage children to understand other people, their beliefs, thoughts, values and experiences
- To develop an awareness of the world around them
- To develop an understanding of society and their place within it, so that they acquire a sense of their cultural heritage
- To develop a knowledge and understanding of historical development in the wider world

Curriculum content and planning:

To ensure the progression of learning across the school, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and 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; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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, including written narratives and analyses
- 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
- 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

History in the Early Years Foundation Stage:

At this stage, history is taught under the umbrella of 'Knowledge and Understanding of the World' found within the Early Years Foundation Stage Profile Document. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. Children are encouraged to talk about their families and past and present events in their lives, and to use everyday language related to time. They begin to identify similarities and differences between themselves and others, and among families, communities and traditions. They will learn about the similarities and differences in relation to places, objects, materials and living things and discuss the features of their own immediate environment and how environments may vary from one another.

They will do this through:

- Photographs
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

History in Key Stage One:

The National Curriculum Programme of Study at Key Stage One focuses on developing children's awareness of the past, using standard words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers may introduce pupils to historical periods that they will study more fully at Key Stage Two. Pupils will be taught to:

- Investigate and interpret the past
- Build an overview of world history
- Understand chronology
- Communicate historically

History in Key Stage Two:

The National Curriculum Programme of Study at Key Stage Two continues to support children to developing a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. This will be achieved through a more in depth study of the recurring skills outlined above (Investigate, Build, Understand, Communicate)

Progression and continuity

Progression and continuity are ensured by reference to the whole school curriculum map, and by each educator's awareness of the activities they should be presenting to their pupils and how these build on the previous historical experience of their pupils. The History Curriculum is a progressive map encompassing all the National Curriculum elements and Key Stage 'Milestones' outlined in the Chris Quigley 'Essentials' scheme.

The Role of the History Co-ordinator:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
- Acting as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils' work, pupils' views about the subject, displays and teachers' planning
- Auditing resources and ordering resources when needed
- Keeping up to date with developments in history and disseminating information to the teaching staff
- Leading staff meetings as appropriate
- Attending relevant training and prompting others about relevant training

Recording:

Pupils are encouraged to record their work using a variety of methods and therefore communicate their findings to others. These may include written or verbal reports, charts, collages, models, pictures and role play activities. Marking and feedback is in-line with the school policy dedicated to this area.

Assessment and evaluation

Assessment procedures are followed which relate to the school's overall policy for assessment, and to the end of Key Stage Descriptors for History within The National Curriculum. Each child's progress is recorded systematically and provides guidance for future learning, History will be monitored throughout the school by the History Co-ordinator who will be responsible for gathering samples of curriculum work, monitoring planning, reviewing pitch and expectations across the school. The History Co-ordinator will also monitor history books and planning to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils. Lessons may also be monitored to help promote quality of learning and standards of achievement.

Inclusion and Equal Opportunities

We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background

We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability and we deal with any associated issues clearly and sensitively when they arise

History forms part of the school curriculum policy to provide a broad and balanced education for all children in line with our Equal Opportunities Policy

Resources

These are stored centrally in themed boxes and include artefacts and published materials. The resources help to enrich and stimulate children's historical enquiry.

Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the school and will be reviewed by the staff, Head of School and Governing Body as part of the School Improvement Plan.

Review date: Summer Term 2023