

History Policy

Intent

At Rainbow Forge Primary School, we teach history to provide the children with an understanding and appreciation of Britain's past, and that of the wider world. Our curriculum should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to understand the complexity of people's lives, the process of change, the diversity of societies and the relationship between different groups. We intend on delivering a curriculum, which teaches our pupils to:

- Know and understand the history of the UK, and how it shaped the world, as a coherent, chronological narrative, from the earliest times to the present day.
- Know and understand significant aspects of the history of the wider world, such as ancient civilisations, empires and past non-European societies
- Know about significant historical events, people and places.
- Develop an understanding of change, chronology and human achievements over time.
- Understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use these to analyse.
- Understand the methods of historical enquiry such as using evidence to support arguments.
- Gain a historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history, and past, present and future.
- Express their thoughts and learning verbally, through writing and visually.
- Develop and compliment their cultural awareness of different times and places, beliefs and lifestyles.
- Develop a respect for the abilities of other children, and encourage them to collaborate and cooperate across a range of activities and experiences.

Our history curriculum engages all children and entitles them to the same high quality level of teaching and learning opportunities. It provides equal opportunities for children to apply their skills and knowledge to other subjects through cross-curricular links and it is in line with the expectations in the National Curriculum 2014.

Implementation

EYFS

In the Early Years Foundation Stage (EYFS), early historical skills relating to time, people and communities are part of the specific area Understanding the World. Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others and among families, communities and traditions. The children are given the opportunity to work individually and collaboratively with others, and to look at and handle artefacts.

Years 1 to 6

- As the school has some mixed classes, we work on a 2-year curriculum cycle that allows the children to cover all necessary skills and objectives over the two years they are in each phase.
- History lessons are taught through thematic blocks.
- A history book is used for children to record their learning, and to provide the opportunity for children to review and revisit their ideas.
- Knowledge organisers showing the key vocabulary and sticky knowledge for each topic is put in each child's book at the beginning of each unit.
- A working wall is used to display children's work, provide key vocabulary and information to help with the children's understanding.
- Children are taught about a range of historical periods, civilisations and concepts. Through a cross-curricular approach, with a focus on reading quality texts about the periods being studied, this knowledge is explored in a cohesive and relevant way.
- Children are taught to use a variety of source materials and to use writing, reading, discussion, diagrams, photographs, artefacts and technology to develop and share their ideas and understanding.
- An educational visit to a historical site, a museum or a real-life experience is organised when appropriate for the topic.
- History lessons help children build up their chronological understanding, historical knowledge, interpretations of history and historical enquiry skills.
- Prior knowledge is built on throughout school following the sequence of the progression map. Endpoints are clearly identified and include sticky knowledge
- Progression maps, long term plans, medium term plans and resource books help teachers to feel secure in their subject knowledge.

Impact

- The subject leader is responsible for reporting on standards in history across the school to the governing body.
- Lessons are observed, written work is scrutinised and pupils are interviewed to glean their views about history
- Quizzes are set and children are encouraged to assess and evaluate their own work at the end of each unit to help them appreciate how they can improve their own performance and what targets they would set themselves in the future.
- Quiz results, the children's books and information gleaned through the lessons are used to help inform teacher judgements at the end of the academic year
- Progress and achievement in History are passed on to parents and carers at parent's evenings and in the annual report.