

RED ROSE SCHOOL – HISTORY POLICY

Updated: January 2021

All policies are to be read in conjunction with the School's statement of its goals (Sec1 Chap1), ethos (Sec1 Chap3) and curriculum planning (Sec3 Chap4). This policy outlines the purpose, nature and management of the History taught at Red Rose School.

IMPORTANCE OF HISTORY

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.

Aims

Our curriculum for history aims to ensure that all pupils:

- 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

National curriculum in England: history programmes of study

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study/national-curriculum-in-england-history-programmes-of-study>

TEACHING

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. We give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognize and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

We seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

HISTORY CURRICULUM PLANNING

We use the national scheme of work for history as the basis for our curriculum planning in history, but we have adapted this to the local context by building on the successful units of work already in place. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term during each key stage and the children study history topics in conjunction with other subjects. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

As the basis for our medium-term plans, we use the national scheme of work which gives details of each unit of work for each term. We carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.

The History Teacher writes an outline for each history lesson (short-term plans). These list the specific learning objectives of each lesson.

The curriculum provides opportunities for pupils to:

- √ explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today
- √ investigate aspects of personal, family or local history and how they relate to a broader historical context
- √ appreciate and evaluate, through visits where possible, the role of museums, galleries, archives and historic sites in preserving, presenting and influencing people's attitudes towards the past
- √ use ICT to research information about the past, process historical data, and select, categorise, organise and present their findings
- √ make links between history and other subjects and areas of the curriculum, including citizenship.

THE CONTRIBUTION OF HISTORY TO OTHER SUBJECTS

Literacy

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

Numeracy

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form, for example they study the impact of the plague by analysing population statistics.

Information and communication technology (ICT)

Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use the digital camera to record and use photographic images and they communicate with other children in other schools and countries by using e-mail.

Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social, health education and citizenship. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development

When teaching history, we contribute to the children's spiritual development where possible. Children learn about the role of religions throughout history and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

MONITORING AND REVIEW

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the History Teacher. The work of the History Teacher also involves being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

EMBEDDING PERSONAL LEARNING AND THINKING SKILLS - HOW WILL WE KNOW WHEN WE ARE ACHIEVING OUR AIMS?

In planning for progression, it is important to develop a clear picture of how learners demonstrate PLTS in the context of teaching and learning in history and how those skills can raise achievement in this subject. For example, learners may demonstrate that they are:

- ✓ making personal choices about their learning and identifying ways to improve their work, for example by identifying their own questions and planning their own inquiries
- ✓ increasingly drawing on their own experiences and making connections between history, other subjects and curriculum areas, for example citizenship
- ✓ extending and transferring their understanding, for example evaluating interpretations by exploring ideas and points of view, including their own, with more confidence and creativity.