

# Rowdown Primary School History Policy



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<b>Sections edited:</b>	<b>Differentiation is now referred to as adaptations.</b>
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## Introduction:

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.

## Legal Requirements:

In accordance with the law, we provide history education for all pupils registered at the school. National Curriculum for History – history stages 1&2 covers all the requirements of the Croydon agreed Syllabus for History Education 2018. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the National Curriculum for History.

### Teaching and Learning:

Planning for History is 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, photographs, pictures, 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.

### Equal opportunities:

Inclusion and adaptations for children with SEN and EAL are taken into account in our planning and teaching as they are in all areas of the curriculum. All children should have access to History, therefore work and activities will be adapted 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 adaptation 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.

### Spiritual, Moral, Social and Cultural Development:

History education is a key opportunity for children to develop morally, spiritually, socially and culturally. 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.

### Recording, Marking, Assessment and Reporting:

Assessment takes place at the end of each unit in the scheme of work. 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.

### Management:

The teaching, assessing and resourcing of History is managed by the History curriculum leader, in close collaboration with Senior Management. History books are looked at regularly throughout the year. The scheme of work is evaluated annually. Resources are bought with the annually allocated history budget and stored in the history room –a central place for use by all staff.

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