



Signed by Chair of Governors .....

Date approved by Governors .....May 2015

Review Date ..... May 2019

## **Trowse Primary School**

### **HISTORY POLICY**

#### **Introduction**

Our aim is to fulfil the potential of each child in our care; to help make them confident individuals, responsible citizens and have high standards of achievement.

#### **Aims**

Through the teaching of History, we aim to develop positive values and attitudes. We want;

- to help give pupils a sense of identity and an understanding of their cultural roots and shared inheritances.
- to introduce children to what is involved in understanding and interpreting the past.
- to arouse interest in the past and help pupils to understand the present in the context of the past.
- to encourage children to ask questions such as:  
    Why did they do it?  
    How did they do it?  
    How do we know?
- Children to learn about the experiences of people in the past, and why they acted as they did;
- To foster respect of, and tolerance for, other people and cultures;
- Children to learn how people in the past have changed the society in which they lived;
- To develop respect for evidence and the ability to be critical of the evidence;
- To develop an understanding of right and wrong and the ability to handle moral dilemmas in a responsible way.

#### **Reception**

History makes a significant contribution to the 'early learning goals' in developing a child's knowledge and understanding of the world. We teach history in the reception year as an integral part of topic work. Wherever possible the focus is on "hands on" experiences and the children are encouraged to find out about past events in their own lives and in the lives of their family. They have opportunities to handle and talk about historical artefacts. They also listen to stories about the past and engage in dramatic role play.

## **Key Stage 1**

Teaching is in line the National Curriculum. In Key Stage 1, history is about the lives and lifestyles of familiar people in the recent past and about famous people and events in the more distant past.

## **Key Stage 2**

Teaching is in line the National Curriculum In Key Stage 2, history is more about important events, developments and ideas from the past. Children:

- find out about people and their ideas, events and developments making links across different periods of history;
- learn about different aspects of local, British and World history;
- discuss how or why things happened or changed and the impact of the results;
- carry out historical enquiries using a variety of sources of information and look at how and why the past is interpreted in different ways;
- use their understanding of chronology and historical terms when talking or writing about the past.

## **Cross-curricular links**

History is taught in a cross curricular way making relevant links with other subject areas. Children are encouraged to research areas of interest and present their findings in a variety of ways, e.g. drama, art, poetry.

## **Planning**

We follow the content as laid down in the National Curriculum (Sept 2014) guided by and delivered through the focus of a cross curricular unit.

## **Teaching and learning style**

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources both in and out of the class room. We encourage visitors to come into school and talk about their direct experiences of, or expertise in, events in the past. We recognise 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 according to the perspective from which it is told.

## **Resources**

A number of historical artefacts and documents are available in school to support the curriculum and are stored centrally. It is the job of the subject coordinator to ensure these are appropriate to the needs of the curriculum and purchases made.

## **Monitoring**

The effectiveness of this policy is to be monitored by the subject leader.