



History Policy

At Rokeby Park Primary School, we are committed to providing all children with learning opportunities to engage in History. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

Aims

The aims of history are:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

Curriculum

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working. Across KS1 and KS2, a range of key concepts are explored through each historical unit and provide lenses through which to consider different aspects of history. These concepts are revisited through different historical periods as children move through the school to deepen their understanding. Units are planned chronologically across the school, and include strong, rich historical links to our local area. In KS2, children are explicitly taught about the overlapping of different periods and civilisations. Second order concepts are taught and applied through each unit of history and build progressively as pupils move through the school.



History is taught in EYFS as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage, history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Key Stage 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present. Children also learn about change and continuity in their local area and the city of Hull.

Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, the city of Hull, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Teaching and Learning

Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- they have access to, and are able to handle artefacts
- they go on visits to museums and places of interest
- they have access to secondary sources such as books and photographs
- visitors talk about personal experiences of the past
- they listen to and interact with stories from the past
- they undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- they use drama and dance to act out historical events
- they are shown, or use independently, resources from the internet and videos
- they are able to use non-fiction books for research

They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are adapted to the immediate needs and barriers of the child.



History Curriculum Planning

The history curriculum at Rokeby Park is taught around a set of key concepts and second order concepts. A range of key concepts are explored through each historical unit and provide lenses through which they consider different aspects of history:

- **Historical Enquiry:** Sources, artefacts and how historians have used a range of sources to investigate specific questions about the past
- **Chronology:** Dates, timelines, key events and significant people
- **Community and Culture:** Architecture, art, civilisations, societies, homes, religion, settlement, games and sports
- **Conflict and Disaster:** Conquest, invasion, defence, occupation, the military, war and disasters such as GFoL and the Plague.
- **Exploration and Invention:** Key discoveries, transport, trade routes, tools, technology and change over time
- **Hierarchy and Power:** Countries, democracy, empires, government, law, monarchy and rulers, rich and poor and slavery

As children move through the school, key concepts are revisited through different historical periods to deepen their understanding. Units are planned chronologically across the school and include strong, rich historical links to our local area. Second order concepts are taught and applied through each unit of history and build progressively across year groups. Pupils will also explore some of these second order concepts through other curriculum subjects.

Assessment and Recording

At Rokeby Park, assessment is an integral part of the teaching process. Children record their learning in history books as well as in a class book which displays practical, hands-on learning. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Five Key Questions are used to assess children's understanding at the end of each unit as well as to inform planning. Feedback is given to the children as soon as possible and marking work will be guided by the school's Marking Policy. Teachers record the progress that children make termly using Integris.

Monitoring

Monitoring takes place regularly through sampling children's work, teacher planning, book scrutiny, learning walks and lesson visits.

Roles and Responsibilities

The Head teacher will:

- actively support and encourage staff, praising good practice and supporting staff development, in-service training (particularly for the History Leader) and acquiring resources.

The History Leader will:

- advise and support staff in planning, teaching and learning of history;
- monitor teachers' planning as part of on-going subject monitoring and evaluation of practice;
- use feedback from monitoring to develop an action plan for history with realistic and developmental targets;
- audit, identify, purchase and organise all history resources, ensuring they are readily available and well maintained;
- document and review the agreed ways of working through a written policy document and knowledge and skills progression;



- compile a portfolio of children's history work to evidence progression and examples of good practice for staff to refer to;
- keep up to date on new developments in the use of history in the curriculum and inform staff;
- promote History throughout the school.

The Class Teacher will:

- be responsible for the planning and teaching of history as set out in this policy.
- use 'Key Content Objectives' to inform teaching and learning as well as assess children's understanding.
- follow the subject's long-term plan and MTPs in line with school policy
- embed key vocabulary set out on the MTP and knowledge organisers as well as key concepts/ second order concepts within planning and quality first teaching

Resources

We have a wide range of non-fiction books, textbooks and interactive boards to access the internet as a class. Visits are planned to enhance learning and give hands on activity. The local Hull Curriculum Service and online Heritage service are fully available to support learning, as is the library service where topic resources can be obtained. In addition, local persons with expertise in particular topics are invited to visit the school and enthuse and inspire our pupils. We also purchased a Historical Association membership to support with resources and CPD.