



# HISTORY POLICY

Revised & reviewed: November 2016

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***Loving Learning,***

***Striving for Success,***

***Achieving Everyday***



## AIMS AND OBJECTIVES

History teaching at Colegrave sets out to stimulate and inspire pupils' curiosity to know more about the past. We teach children how to think critically about important events and people, and to develop a coherent knowledge of Britain's history and that of the wider world. Through encouraging pupils to ask questions, they are able to learn about the complexities of people's lives and the processes of change over time. We understand the importance of pupils understanding their own historical heritages, and help them to develop a sense of identity and respect for their own and other people's cultures. Pupils at Colegrave learn to investigate events from the past using a wide range of problem solving strategies, which they are able to use across the curriculum. We encourage pupils to contribute their ideas in class debates which enable historical themes to be discussed in depth with their peers.

## KEY SKILLS

The key skills and concepts are outlined in both the skills progression and curriculum map documents. They are categorised into the following areas:

- Chronology/sense of time
- Causation (cause and effect)
- Historical enquiry/use of sources
- Range and depth of historical knowledge
- Interpretation of history

There is clear progression in the skills, knowledge and understanding expected throughout the school.

A range of cross curricular thinking skills and abilities are also taught through history:

- **Problem solving and Questioning Skills**, both to decide what the problem is ('what can we find out about our school 100 years ago?') and to work out questions within a problem ('why did these children arrive from London in 1940?')
- **Analytical abilities**, by asking children to examine evidence ('how can you tell what has happened to this old house over the years?').
- **Explaining and interpreting**, most easily in stories or question and answer forms (tell me the story of how railways changed people's lives', or more simple 'what happened during the Great Fire of London?').
- **Conceptual acquisition and thinking**, especially about time, chronology, change, continuity, cause, consequence, comparison, interpretations and evidence ('how did our Olympic games compare to the ancient Greeks?').
- **Communicative abilities**, children use spoken, written and visual expression to examine and express views of history. History in school should involve a variety of media ('make a display, tell a story, give a talk, write an article about') which shape as well as communicate historical ideas.
- **Knowledge acquisition and confidence**. Historical knowledge from a child's point of view is virtually limitless. Such abundance requires sensitive handling by teachers, but all

children of whatever previous experience and ability can learn and apply ‘Study Skills’ in history. E.g. navigate the internet.

- **Judgement** – Children will need to make judgements because by nature history is an incomplete form of knowledge. History ends as well as begins with some unanswered questions (‘why do you think people did cave paintings?’).

## TEACHING AND LEARNING STYLE

At Colegrave we encourage pupils to participate actively in their learning through a wide range of teaching and learning strategies. In each key stage, pupils have the opportunity to go on educational visits which relate to the historical time that they are studying. Pupils are also able to examine and compare historical artifacts and primary sources such as; studying historical artefacts and examining newspapers, photographs, documents, maps etc. In addition, we hold several enrichment activities which are linked to the History curriculum and enable pupils to immerse themselves in the historical themes that are being explored. Through the use of drama, music and story-telling techniques, pupils at Colegrave experience the History curriculum in a variety of engaging ways.

## CROSS-CURRICULAR LINKS

We recognise and value the wide range of learning styles that the pupils have and provide a learning environment where History can be experienced in a variety of contexts. At Colegrave, History is taught discretely but also through subjects across the curriculum. In English, pupils are able to explore literary sources and develop their writing skills by composing diary entries, reports and letters. They are also encouraged to understand significant times and people through drama and speaking and listening activities. Pupils learn about the artists and time periods of the pieces they are creating in Art and Music. Through the use of number lines in Numeracy, pupils are able to develop their knowledge of chronology and the sequence of events in their own lives. In all lessons pupils are encouraged to use and practice skills they have learnt through the History curriculum such as asking perceptive questions, thinking critically and comparing arguments.

## INCLUSION

We celebrate the diversity of the pupils and staff at Colegrave, and appreciate the various learning needs that are present at the school. In addition to teaching History to meet the needs of all pupils, we provide a curriculum which includes the historical achievements of people from a variety of heritages and those who may have differing abilities or specific needs. We strive hard to meet the needs of pupils with English as an additional language (EAL) by providing experiences which create a context for them to develop and discuss ideas to match their abilities.

## EVIDENCE OF HISTORY

History is a rich subject from which displays can be developed. Stimulus displays using artefacts that are clearly labelled or invite questions such as ‘What do you think this is?’ or ‘what was this item used for?’ are important ways in which children can learn about historical sources.

Displays of finished work help to value children’s output and act as an incentive to others to see what can be achieved. Additionally, regular evidence of pupil’s on-going History work can be seen in topic books throughout Colegrave. These display a range of topic focused writing as well as photographic evidence of practical activities.

**The provisional date for the next renewal of this policy: Autumn 2017**