

History Policy

We believe that the aims in History contribute to the overall aims of the curriculum, in particular the development of thinking and learning skills, enabling children to develop a sense of personal identity and an understanding of their own cultural roots, as well as a respect for other cultures and other points of view.

Aims

Our aims in teaching History include:

- fostering an interest and enjoyment in finding out about the past through investigation, and an appreciation of human achievements and aspirations.
- developing an understanding of how the past is different from the present, and that people from other times and places may have had different values and attitudes from ours.
- developing an understanding that events have many causes and that historical explanations can only be provisional, and therefore are debatable.
- enabling children to gain a knowledge of chronology within which they can organise their understanding of the past.
- helping children to distinguish between facts and the interpretation of facts.
- developing empathy with people in the past through an understanding of motives and perspectives.
- developing an understanding of the process of change and continuity and an appreciation that change and progress are not necessarily the same.

The National Curriculum lists the Areas of study and the key elements to be developed in History, and teachers will plan to introduce children to the methodology of historians:

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| - structured enquiry | - argument |
| - systematic analysis | - a search for truth while understanding that the truth is relative |
| - evaluation | |

Planning for History

Children progress from their own experience and the past beyond living memory at Key Stage 1, to studying the history of periods represented by the Key Stage 2 Programmes of Study. Teachers will plan tasks that allow the children the opportunity to use aesthetic, creative and imaginative ways of expressing their thoughts and understanding of historical issues. Children will have access to a wide range of primary and secondary sources of historical evidence, and to a wide variety of activities to foster historical understanding.

History is mainly taught through a two year spiralling plan for both Key Stage 1 and Key Stage 2. The QCA History document has been adopted in the main, adapting where necessary to fit in with the school's long term topic cycle. At Key Stage 1, six units of work are studied over the two-year period, and so, as the QCA document only includes five units, an extra unit (History of Food and Shopping) has been added. Each history unit lasts half a term, and supports medium and short term planning through identifying a specified range of experiences, sources of information and learning styles. Teachers

plan activities within these guidelines. The Headteacher and History Co-ordinator are both willing to offer support with planning and selecting appropriate activities.

ICT Links

The QCA History and ICT schemes suggest suitable links between themselves. Staff will also create other links where appropriate. There is a wide range of prepared materials suitable for use in History sessions.

Resources

A variety of texts and teaching resources are available in the staff room. Large pictorial resources are in labelled cupboards in the hall. There is a list of available resources. Boxes of books and artefacts to support work in History are borrowed from Dorset School Library Service.