



Rosehill Junior School

History Policy

September 2024



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Statement of Intent

In our school, history is an important part of preparing children for the future. With the national curriculum, we give our children the opportunity to learn about the history of Britain and the past of the wider world. Our curriculum aims to stimulate our children's curiosity and develop their knowledge, skills and understanding of how the past affects people's lives today. Throughout lessons, children will be encouraged to think critically, ask questions, and use sources to understand about the choices made in the past and the following consequences and benefits of this. By investigating and studying significant change within countries and communities caused by invasion and migration, children will be able to draw out links and differences in their lives.

Statement of Implementation

Our history curriculum is delivered through use of the National Curriculum supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Before each unit of work, a knowledge organiser is created and shared with the children. Each unit begins with links being made to prior learning and units and a clear discussion of the chronology of each unit. Key vocabulary is identified and taught within each unit. It is important that the children develop progressive skills of a historian throughout their time at Rosehill and do not just learn a series of facts about the past. In history, pupils, as historians, research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view; skills that are essential. We ensure that the children experience, where possible, good quality, first hand experiences.

Key themes have been identified and broken into units of 'Hierarchy & Power, Conflict & Disaster and Progress & Change' with these units as a tool to develop key skills for our historians

- *Chronological understanding*
- *Significance*
- *Similarity and difference*
- *Cause and consequence*
- *Continuity and change*
- *Enquiry*
- *Interpretation*



Tier 2 and Tier 3 vocabulary is taught and reinforced throughout the units and year in the whole school.

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1. Introduction

Our school policies reflect Rosehill Junior School's commitment to an inclusive, creative and exciting curriculum, based around high quality teaching and learning. We aim to develop children's ability to chronicle, investigate and explain the past and thereby understand our world as it is.

2. Aims and objectives

Teaching and learning in History will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It will inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History also helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The key aims of history in our school are:

- to foster an interest in and understanding of the past
- to enable children to know about significant events in British and world history
- to develop a sense of chronology
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop skills of enquiry, investigation, analysis, evaluation and presentation.



3. Teaching and Learning

History teaching focuses on enabling children to think as historians and extend their enquiry skills. We place an emphasis on examining historical artefacts and primary sources. We give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognize 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 and that they should always ask searching questions, such as 'how do we know?', about information they are given.

4. Curriculum planning

A long-term curriculum plan has been devised in order to provide a framework for the History taught within our school. Key threads run through all year groups and across the key stage with each thread building upon learning from the previous year each time it is revisited.

The new National Curriculum (2014) provides further guidance by outlining the subject content that should be taught within each Key Stage. In KEY STAGE 2:

- To extend the depth of historical enquiry and broaden the range of study.
- To be able to make connections and note contrasts and trends over time.
- To interpret and communicate historical knowledge in a variety of ways, through art and drama as well as the written word.
- To increase awareness of events, people and societies from the past, in order to gain a better understanding of the present.

The whole school plan aims to ensure that learning is progressive and that historical skills are central to learning. It is important that links are made between aspects of History being studied, so that the pupil's knowledge is not episodic and they have a good chronological understanding. This will also ensure children can compare and contrast events and note trends over time. Placing each period of History studied onto a timeline enables children to locate themselves in relation to other periods studied and current events.

A timeline, which shows the duration of time periods, will be on display in each classroom.

5. Social, Moral and Culture

History contributes significantly to the teaching of personal, social, citizenship and health education as well as the promotion of fundamental British values. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.



6. Assessment

During the planning stage clear learning objectives are set and opportunities for assessment are identified. Each unit will end with an assessment task for the children whilst each unit begins with re-engaging with previous learning. Low stakes assessments are used throughout units. Teachers then complete an end of year assessment to provide guidance for the following teachers planning.

Monitoring of History teaching is carried out through lesson observations, learning walks, pupil voice and book looks. These will both focus on coverage of the curriculum and the use of historical enquiry skills.

7. Subject leader

Monitoring of the standards of children's work and of the quality of teaching in History is the responsibility of the subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school

8. SEND

At Rosehill, we recognise that children learn in a variety of different ways. We acknowledge the need to offer an inclusive education for children with special educational needs and to make learning accessible for all our children. Our aim is to remove barriers to learning and support students' ability to access the curriculum through the development of literacy, numeracy, oracy skills and vocabulary acquisition. Teachers will make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.

In order for our children to achieve success, we adapt and scaffold tasks and teaching, where necessary, to assist the children's learning. This can be seen through the following measures:

- learning outcomes
- tasks
- teaching methods
- resources

Tasks can be broken down into small steps, giving children achievable goals. Vocabulary can be pre-taught. Word banks and visual cues can be provided, using symbols and words. Activities should reinforce children's understanding of the subject. The more able children should be given open-ended tasks and opportunities for further research and more challenging study.