

RIVERVIEW INFANT SCHOOL



History Policy

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**Riverview Infant School
History Policy**

Vision

‘Growing together for the future’

Ethos & Common purpose

‘All children will reach their academic and personal potential irrespective of gender, race, disability or background’

Rationale for History

‘A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should 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 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.’

- **DfE National Curriculum for History – September 2016**

History is about real people who lived, and real events which happened in the past; it is concerned with sequence, time and chronology and relies heavily on evidence about the past. History gives us a sense of identity, set within our social, political, cultural and economic relationships. It should serve to fire the children’s curiosity about the past in Britain and the wider world whilst playing an essential part in preparing them for living and working in the contemporary world. In History lessons, 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

Through the teaching of History, we aim to provide pupils with a thorough understanding of the past of both Britain and the wider world. We aim to ensure that children are able to think critically when examining evidence and can develop their own opinions, which they can then back up with their historical knowledge.

Key Stage1

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain’s settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – Victorians (Industrial Revolution)
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt
- Ancient Greece – a study of Greek life and achievements and their influence on the

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- A non-European society that provides contrasts with British history – Mayans

Teaching and Learning

History is taught within the school's own Creative Curriculum. Through a mixture of whole class teaching and individual or group activities, we are able to vary the style of teaching and learning. During lessons, children are able to work independently as well as collaboratively with peers. This affords them the opportunity to work as a part of a team: listening to other children's ideas and treating these with respect.

Resources provided for lessons should include ICT, photographs, artefacts, timelines, posters, books, videos, maps and visitors/experts.

Assessment for Learning

Teacher assessment takes place throughout each topic. At the end of each unit, assessment against specific criteria are completed within Sonar. The children's performance and achievement is measured as Below, Just At, Securely At, Above or significantly above. This assessment is recorded three times a year but formative assessment is on-going. (See Assessment Policy).

Assessment is carried out using:

- Observations of pupils as they work
- Discussion as they work
- Oral questioning to encourage discussion
- Pupil voice

Differentiation

In all classes there are children of differing abilities and age. We recognise this fact and provide suitable learning opportunities for all children (including those who may be academically more able (AMA) or those who have additional needs (AEN) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Monitoring

The History subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in History. The subject leader is responsible for supporting colleagues in the teaching of History, informing colleagues about current developments in the subject and for providing a strategic lead and direction for the subject in the school.