

Dinting Church of England VA Primary School

History Policy

The school's vision statement is taken from Matthew 22 verse 39,

“Love Your Neighbour as yourself.”

Dinting School aims to create a happy, secure, stimulating and challenging learning environment, in which each child can develop to their full potential. Dinting School aims to create a family atmosphere in which Christian care is offered to all members of the school community.

Christian values are built into the ethos and teaching at Dinting School, promoting attitudes of mutual respect and responsibility.

The aim of history teaching at Dinting Primary School is to stimulate the children's interest and understanding about events and the life of people who lived in the past. We teach children a sense of chronology and through this they develop a sense of identity and a cultural understanding based on their historical heritage. They learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate those past events and by doing so, to develop the skills of enquiry, analysis, interpretation and problem solving.

The National Curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and

international history; between cultural, economic, military, political, religious and social history; and between short and long term timescales.

Teaching

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give the children the opportunity to visit sites of historical significance, or invite companies into school who specialise in specific areas of history. We recognise and value the importance of stories in history teaching and we regard this 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. We also emphasise the understanding of chronology.

The children in KS1 and KS2 follow a rolling programme, designed to cover the content and skills of the 2014 National curriculum. This is usually subject specific but can be thematic where appropriate in KS1. Where possible we make links to other subjects and opportunities are given to apply English and maths in their history work. In the foundation stage history is delivered through the specific are, 'understanding the world'.

We recognise the fact that children vary widely in their historical abilities and we provide suitable learning opportunities for all children by

- Setting tasks involving mixed ability grouping;
- Setting common tasks which are open ended
- Setting tasks of increasing difficulty, with some children not completing all tasks.

Progression and Assessment

Most assessments are formative although one summative assessment is planned for the end of each topic. Children build on their knowledge, understanding and skills as they move through school so that they are able to make links across periods of history and have a growing sense of chronology so that they become 'secondary ready'.

Equal Opportunities

Our aim is to give all pupils an equal opportunity of receiving high quality experience of history. Sensitivity is exercised when pupils' homes are studied as part of the curriculum.

Resources

Resources such as artefacts and DVDs are stored in the staff store room and text books are in the library. The resources are audited annually.

This policy was approved by the teaching and learning committee in December 2019

Policy reviewed by staff December 2022- no changes

Policy to be reviewed January 2025