



BARHAM PRIMARY SCHOOL **POLICY FOR HISTORY**



INTRODUCTION

History is all about people. The study of people of different types from different times and different places is the most important aspect of our work AT Barham Primary School.

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

In history, pupils improve upon and make progress in history enquiry skills taken from the National Curriculum attainment targets. They 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

Barham Primary School aims to:

- enable pupils to understand how and why people behave as they do now;
- enable them to understand themselves;
- give them the confidence and ability to try to improve themselves and their world;
- help them to develop a sense of responsibility for the world in which later generations will live;
- enable them to ask and answer significant questions;
- enable them to think for themselves and to reach fair and rational conclusions about complex human situations;
- inspire in them a lasting interest in, and enjoyment of, learning about the past.

To fulfil these aims it is expected that the teachers at both key stages have a secure subject knowledge so that they can organise suitable activities which develop the pupils' knowledge, understanding and skills. Through these activities it is expected that pupils:

- develop a sense of time (chronology), recognising how time is measured and that some things change and some things stay the same;
- investigate how and why events happen and how they may be linked;
- consider what it was like to live in different periods and what motivated the people who lived then - and that we cannot think in the way they thought;
- recognise that there are some things we can never know about the past and that history has to be constructed from the bits of the past that have survived;
- understand that people interpret the past differently and use different ways



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to present their ideas;

- make thoughtful use of a variety of sources to find out about the past;
- communicate their ideas in a variety of ways and with clarity and independence.

EQUAL OPPORTUNITY

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Teaching and learning

Teachers:

- start from pupils' own experiences, interests and prior learning;
- revisit and build on pupils' prior knowledge, understanding and skills;
- organise learning around questions that engage and challenge all pupils;
- make it clear what and how pupils are expected to learn and what they are expected to improve in line with Assessment for Learning guidelines;
- give clear explanations using relevant examples and analogies;
- use a wide variety of resources and approaches;
- encourage pupils to think for themselves;
- show pupils how to communicate their findings in a variety of ways;
- show pupils how to connect what they learn in history with other subjects;
- encourage pupils to enjoy and engage in "doing" history;
- be reflective about their teaching and the impact that it has on the pupils' acquisition of historical knowledge, understanding and skills.

Links to other areas of the curriculum:

The contribution of history to other subjects in the curriculum such as geography, Citizenship and personal, social and health education, ICT and Literacy.

Work in history provides opportunities for pupils to apply their language and literacy skills. These opportunities are identified in medium-term planning and teachers exploit them fully in lessons. At Key Stage 1 pupils are expected to extend their technical vocabulary, talk about what they see and read and communicate this in different ways. They are expected to attempt to provide reasons and explanations. At Key Stage 2 pupils are expected to use vocabulary about life in the past but also about the processes of finding out about the past. They are expected to use and develop their library and research skills in order to locate information. They are expected to organise their findings and present them to different audiences and different purposes and evaluate the reliability of the sources they use. Opportunities to improve their writing are made in a variety of curriculum areas to enhance progress.

Barham is a multi-cultural school with an intake of pupils from a wide variety of backgrounds. This is reflected in our approach to history, helping pupils to think for themselves and to understand and to respect diversity



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