



## 2.10

### History Policy

#### Introduction

History is a foundation subject within the National Curriculum. This policy outlines the purpose and nature of the history taught and learnt in Years 3 to 6.

#### The nature of History

History is concerned with the past. It is the historian's view of the past and is a mode of enquiry. It is a chronological record of what happened in the past. It involves the study of men, women and children in different societies, cultures, countries and classes. Through history, children can begin to learn and understand something about the past and its influences on life today.

History is about using a range of sources of information and asking the questions:  
How? What? Who? Why? When?

It is about building a picture of what has happened and about making links between different periods of history, taking into consideration the effects of interpretation.

#### Aims

- To provide all children throughout Key Stage 2, the opportunity to access the subject based on the new 2014 National Curriculum for History.
- At Silverhill School, pupils develop a curiosity to know more about the past and be motivated in their quest for knowledge and understanding.
- To engage them in a variety of activities where they can research and investigate using a range of both primary and secondary sources.
- To make the subject matter relevant to pupils: how the past can be compared and contrasted to their lives and the world they live in today.
- To explore how the past influences the present, how beliefs and cultures influenced peoples' actions and what past societies were like.
- Through History, children will see the diversity of human experience and understand more about themselves as individuals and members of British society.

The curriculum aims to ensure that pupils know and understand the history of Britain from 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.

Pupils should develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and be encouraged to devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. (National Curriculum 2014)

## Implementation

An investigative approach to history is promoted at Silverhill School, inspiring pupils' curiosity to know more about the past, to ask perceptive questions and to evaluate evidence critically. Children are encouraged to consider themselves as "history detectives", using evidence to help them gain access to an understanding of the past. This involves encouraging children's active participation in enquiry, by providing opportunities for the children to handle and consider a range of primary and secondary sources of evidence, by using ICT for whole class and independent research, by organising visits to museums and other places of historical interest and by inviting visitors to school.

The teaching of history is organised in a variety of ways. This depends on the nature of the learning objective, individual / group approaches and class demands.

Cross-curricular links with other subject areas, English, Geography, Art and Drama, ICT, Debate, Science and even P.E and Sport are an important part of the history curriculum. Each term, staff discuss a topic theme for KS2 and how links can be integrated within the different subjects. Planning is adjusted to accommodate these terms topics.

Children will record their work in history in a variety of ways. They may annotate evidence, write recounts, diaries and stories, produce pictures, posters, timelines, participate in role-play, debates or interviews and construct models.

Appropriate and continual use of historical vocabulary is part of good practice in primary history. At Silverhill, pupils are exposed to and encouraged to use historical vocabulary.

Activities within the classroom and further afield will comply with the guidelines in the school health and safety policy.

This policy was adopted by	Silverhill School
Held on	January 2018
Review Date	January 2019
Name of signatory	Jenifer Capper
Role of signatory	Head Mistress