



Horsington Church School

“That they may have life, Life in all its fullness.”

John 10:10



HISTORY POLICY

RATIONALE

History is the chronicle, investigation and explanation of the past which develops an understanding of how the past has shaped the present.

AIMS

- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To understand how the past differs from the present.
- To understand that events have usually a multiplicity of causes and that historical explanation should be considered as provisional, debatable and sometimes controversial.

OBJECTIVES

AIM 1:

- To develop knowledge of **chronology** within which they can organise their understanding of the past.
- To distinguish between historical **facts** and the **interpretation** of those facts.
- To help children develop a sense of **identity**.

AIM 2:

- To develop insight, clearly based on historical **evidence**, in order to offer explanations of past events and to develop also an informed appreciation of the **perspectives** and **motives** of people in the past.
- To contribute to personal and social education by developing certain **attitudes** and **values**: for example a respect for evidence; and toleration of a range of opinions.

AIM 3:

- To learn about the major issues and events in the history of their **own country** and of the **world** and how these events may have influenced one another.
- To encourage an understanding of the processes of **change** and **continuity** in human affairs and the recognition that change and progress are not necessarily the same.
- To develop **independent enquiry** and **varied communication skills**, employing a

wide range of media.

BREADTH AND BALANCE: History should be studied from a variety of perspectives: political, economic, social, religious and cultural and aesthetic. Content will be selected to ensure children get a balance of knowledge and understanding of their own and other societies/religions/cultures and countries.

VARIETY: Children will be engaged in a variety of investigative activities which may start from a discussion, visit, topical event or story. Investigation, research and enquiry should be the predominant teaching and learning styles, with emphasis placed upon children asking historical questions for themselves.

A wide range of will be used to help children discover the past for themselves across each Key Stage.

CROSS CURRICULAR SKILLS AND THEMES: Links between subjects where appropriate.

CONTINUITY AND PROGRESSION: History follows our 2 year curriculum plan and progression plan.

ASSESSMENT, RECORDING AND REPORTING

Assessment is both formative and summative. The coordinator will monitor evidence for the whole school portfolio and end of unit assessments. Progress will be included within the written report to parents.

EQUAL OPPORTUNITIES

We ensure that all pupils have equal access to the curriculum.

CONCLUSION

This Policy Statement is written in accordance with the Aims of the School, and has been agreed by all members of staff. It forms one part of the Curricular policies of the School and should be considered alongside other relevant policy statements. It will be reviewed at regular intervals.

Reviewed: March 2002

Reviewed: November 2006

Reviewed: February 2008

Reviewed: January 2012

Reviewed: January 2016

Reviewed: January 2020