



# Cornerstone Multi Academy Trust

## History Policy

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## **What is history?**

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary 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, they develop a chronological framework for their knowledge of significant events and people. Pupils 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, 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.

## **How do we teach history?**

Our aims in teaching history are:

- To instill in children a curiosity and understanding of events, places and people in a variety of times and environments
- To develop an interest in the past and an appreciation of human achievements and aspiration
- To understand the values of our society
- To learn about the major issues and events in the history of our own country and of the world, and how these events may have influenced one another
- To develop a knowledge of chronology within which pupils can organise their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

There will be evidence in the learning environment of:

- A variety of multimedia-rich resources
- A combination of primary and secondary resources for research
- Items which reflect more recent history (e.g. significant events that have happened within living memory and the items that challenge pre-conceived fact)
- Provision of adequate display space and historical terms linked with current projects
- Word banks made available on OneNote with language and vocabulary relevant to current projects

### **History across the Key Stages**

In all Key Stages, history needs to undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through an enquiry-based approach lessons introduce pupils to the “doing” of history. Through using evidence to investigate historical questions, pupils are given the opportunity to see that history is not just a collection of facts, but rather a rigorously constructed set of arguments. As pupils encounter new and in some cases contradictory evidence, they are asked to reconsider their initial views, learning that interpretations of the past can change based on the available historical evidence.

**In the Foundation Stage**, pupils develop crucial knowledge, skills and understanding that help them to make sense of the concept of time, forming a foundation for the historical work in Key Stage.

They will:

- Develop a sense of time through events in stories, in their own lives and their family relationships, using appropriate vocabulary
- Develop an awareness of time and change - learning about seasons and life cycles through photographs and artefacts

**In Key Stage 1**, pupils learn about people’s lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world.

They will:

- Develop an awareness of history and a sense of chronology through the study of the lives of people and events in the more distant past
- Learn where the people and events they study fit within a chronological framework
- Begin to understand the methods of historical enquiry through using a variety of sources to compare lives, past and present, and question events in the past
- Listen and respond to stories and use sources of information to help them ask and answer questions
- Learn how the past is different from the present

**In Key Stage 2**, pupils continue to develop their understanding of significant people, events and places from both recent and more distant past. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic

perspectives. They use different sources of information to help them investigate the past both in depth and in overview.

They will:

- Extend the depth of historical enquiry and broaden the range of study
- Make connections and note contrasts and trends over time
- Interpret and communicate historical knowledge in a variety of ways, through art and drama as well as the written word
- Gain an increased awareness of events, people and societies from the past, in order to gain a better understanding of the present
- Collect research from a combination of primary and secondary resources
- Learn through a combination of in-depth and overview studies about British, local and world histories
- Learn that the past can be represented and interpreted in different ways

### **Teaching and Learning**

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing people about changes in their own and other people's lives
- We incorporate the use of computing and multimedia, taking full advantage of the school's international links and global community projects
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions

We also aim to develop sound cross-curricular links using a historical focus to encompass other curriculum areas, where it is appropriate. Being strongly linked with geography and religion, as the core humanities subjects, history lends itself to our project-based learning across the whole school. History also has strong links with literacy, IT and PSHE. For example, in PSHE, children will learn about themselves as developing individuals and members of their communities, both historical and

current. Pupils will develop relationships as they work with others and become aware of how history shapes our lives and perspectives.

### **Equal Opportunities**

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of history. British history, where possible, is set within the context of Europe and the World. When selecting source material a range of perspectives and viewpoints are represented, including those of men and women of different racial, national or religious groups. Care is taken that societies are not just represented from the British perspective but also from their own. The importance of the pupil's own cultural background is recognised as a resource which may give an alternative view of events from the past as well as the present. The class teacher will be responsible for planning activities that are differentiated and suitably challenging to meet the needs of all children, enabling access for all to the study of history. A variety of multimedia and computing tools will help children find suitable access to the curriculum.

### **Assessment, Recording and Reporting**

Individual progress in history will be assessed and marked by the class teacher in accordance with the school's marking policy. There is both termly and weekly planning made available to all teachers and parents via the Class OneNote, offering a breadth of coverage and clear progression. Any completed historical work will be uploaded to the child's individual OneNote and will be made available to parents. Children's progress and achievements will also be reported to parents/carers at the end of the school year.

### **Monitoring and Review**

The Leadership Team, in partnership with the history subject leader, will be responsible for monitoring the implementation of this policy and the specific schemes of planned work.