



# THE HERMITAGE and THE OAKTREE SCHOOLS

*Inspire, Learn, Achieve*

## History Policy

Person Responsible	History Subject Leaders
Date Adopted	Summer Term 2023
Date of last review	Summer Term 2023
Date of next review	Summer Term 2026

The Hermitage and Oaktree Schools are committed to providing all children with learning opportunities to engage in history. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

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, children 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, 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.

### **Aims**

The aims of history are:

- To instil in the 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 aspirations
- 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 the children 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

### **Curriculum content**

History at our schools is stimulating and engaging. Teachers consistently challenge pupils to think for themselves and draw their own conclusions from the evidence available to them. This means children are curious and ask questions about the past based on their historical knowledge.

Pupils' sense of time is strengthened through exposure to artefacts, other primary sources of evidence and timelines. Teachers are enthusiastic and weave history throughout the curriculum, bringing the past to life with engaging first-hand experiences, such as visits, themed days and creative class-based projects. Strong links across the curriculum include English, ICT, Geography, DT and Art. Drama is also used as a vehicle to stimulate thinking, such as with the use of hot seating and role play. The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working.

Pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. 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, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

### **Historical Skills**

There are 6 main historical skills that KS2 focus on. These skills are referred to within lessons and are used as a focus when planning.

- Chronological understanding
- Cause and consequence
- Similarity and difference
- Historical significance
- Change and continuity
- Historical enquiry (and interpretations)

### **Assessment and recording**

Assessment is an integral part of the teaching process and is used to inform planning and to facilitate adaptation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work is guided by the school's Marking Policy.

### **Resources**

We regularly borrow loan boxes from Chertsey Museum to allow children to have first-hand experience with replica artefacts. We also have a wide range of text books, iPads and historical artefacts to allow children to make use of researching independently. Visits, History Days and workshops are also planned to enhance learning.

**Monitoring and review**

Monitoring takes place regularly through pupil and staff voice, book looks, staff surveys and occasional lesson observations.