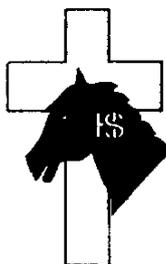


HORSINGTON CHURCH SCHOOL



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 was different from the present and that we may have different values and attitudes from theirs.
- 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**, 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 sources (books, maps, documents, pictures, photographs, artefacts, paintings, oral sources, music and the IT resources) will be used to help children discover the past for themselves across each Key Stage. The ICT may include relevant: websites, simulations, word processing, data handling etc.

CROSS CURRICULAR SKILLS AND THEMES:. Links between subjects should be genuine rather than tenuous and contrived.

CONTINUITY AND PROGRESSION: Key Stage 2 builds on skills and concepts developed in Key Stage 1. Children in Key Stage 1 will be introduced to History through personal experience, artefacts and stories and will begin to practice the skills of looking at evidence which will be developed in Key Stage 2. There will be progression from familiar and local to those more distant in time and place.

ASSESSMENT, RECORDING AND REPORTING

Opportunities for assessment will be identified when planning and children will have on-going teacher assessment. The coordinator will collect evidence for the whole school portfolio. Progress will be included within the written report to parents.

EQUAL OPPORTUNITIES

We have a commitment to examining our attitudes, expectations, and ways of working in order that all pupils may achieve their full potential and use materials which offer a balanced image of gender and race. We aim to provide positive role models of both genders.

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 by teaching staff

Reviewed: February 2008

Reviewed: January 2012 by teaching staff

Reviewed: January 2016 by teaching staff