

# Oak Farm Junior School



## History Policy

Policy reviewed: March 2018

Review date: July 2019

Lead person responsible: Beckie West

## **Introduction**

At Oak Farm Junior School, history is taught in all four year groups, and topics are organised in a broadly chronological order.

Through History, children 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 learn about the past, children develop a chronological framework for their knowledge of significant events and people, and how we know about these.

History is all about people. The study of people of different types from different times and different places is the most important aspect of our work. History fires pupils' curiosity about the past in Britain and the wider 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, pupils 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, pupils 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.

## **Aims and Objectives**

During Key Stage 2, we aim for children to:

- Develop an interest in the past and understand how and why people behave as they do now;
- Build a framework of knowledge and understanding about local, national, European and World History.
- Develop the range of skills needed to carry out historical enquiries
- Appreciate how the past has influenced the present.
- Appreciate the significance of people's beliefs, attitudes and values to issues in the past.
- Appreciate the achievements of men and women from the past.
- Develop a sense of chronology, and an understanding of change over time.  
Understand that the past and present may be represented in different ways, and appreciate that historical evidence may be subject to a range of interpretations.

## **Teaching and Learning**

At Oak Farm Junior School we use a variety of teaching and learning styles in our history lessons in order to meet the needs of all our pupils.

Teaching and learning strategies include:

- Reading and discussing relevant texts as a class, group or individually.
- DVDs, video, and internet clips are used to introduce and/or develop knowledge
- The internet, as well as books, are used for research.
- The use of primary and secondary sources to promote historical enquiry.
- Visiting museums and other places of interest relative to the units of study.
- Presentations by guest groups and speakers, ie, theatre companies.
- Art and Technology work is based on historical themes.
- Role play and drama may be based on historical topics.

### **Racial Equality & Equal Opportunities Statement**

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability.

Through history, children acquire understanding and respect for other cultures and values in the past. They will be able to explore conflicting viewpoints as their ability to understand different interpretations develops; this will help them to identify, and thus, challenge, racial or other forms of prejudice and stereotyping.

All children will also have access to a non-gender based curriculum, eg., Boudicca and Julius Caesar.

### **Assessment for learning**

Assessment of children's achievements involves day to day observation of individual work (ie. writing, pictures, models, etc,) and of classroom displays, group and classwork. We use focused questioning and discussions to continually assess children's' progress. These short-term assessments help to inform our short-term planning, and are closely matched to the teaching objectives.

We make long-term assessments on children's progress in history towards the end of the school year, and these are included as part of the Annual Report which is sent out to all parents.

### **Resources**

There is a wide range of resources to support the teaching of history in school, which are regularly updated within each Year group. In addition, each classroom is equipped with a timeline. We also have several sets of Atlases available for upper and lower Junior Year groups.

**Review**

This policy will be reviewed annually.

*March 2018*