



## Rush Common School Professional Practice Document (“PPD”) for History

### 1) Aims:

- 1.1 The purpose of teaching history in our school is
- To inspire pupils’ curiosity to know more about the past.
  - To introduce the pupils to what is involved in understanding and interpreting the past
  - To help pupils to understand how the past has influenced the present
  - To encourage pupils to understand the nature of evidence by emphasising history as a process of enquiry and developing the range of skills required to interpret primary and secondary source material
  - To equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgment.
  - To help pupils develop a sense of identity through learning about the development of their local area, Britain, Europe and around the world.
  - To develop an understanding of the different ways the past is represented and interpreted
- 1.2 To help the critical development of pupils values and attitudes, to help them understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups and to have an increasing understanding of the values and attitudes of others.

### 2) Objectives:

- 2.1 In the Foundation Stage classes, children’s work will be related to the objectives set out in the Early Years Foundation Stage curriculum.
- 2.2 At KS1 pupils will develop an awareness of the past and the ways in which it was different from the present. They will be taught about the lives and lifestyles of people in the recent past and about famous people and events in the more distant past. They will begin to develop an understanding of change over time.
- 2.3 During KS2 pupils will build on the work begun in KS1. By the end of Year 6 they will have studied the following units from the National Curriculum programme of study:
- A local study – e.g. Abingdon in the Past
  - Victorians
  - Vikings in Britain
  - Britain in Tudor times
  - A European Study; Ancient Greece
  - A world history study – e.g. Ancient Egypt
  - WW2
  - Life in the 14<sup>th</sup> Century

### 3) Agreed approach to teaching and learning

- When planning the schemes of work across the key stages, attention is paid to providing pupils with 1) learning experiences that provide a balance of knowledge and understanding appropriate to the key stage and 2) a balanced range of perspectives on the lives and people and societies (political, economic, technological, social, religious, cultural and aesthetic).
- Opportunities to assess pupil's progress are identified within the medium and short term planning and a range of evidence is used. Records are kept of pupils achievements in history both through teacher's notes and the ongoing school's history recording system.
- A large proportion of the work undertaken by pupils will have an investigative/enquiry approach. By studying primary and secondary evidence pupils will ask questions, analyse information and communicate their knowledge and understanding in a variety of ways.
- Activities will be created to provide opportunities for pupils to develop, apply and make progress within the wide range of historical skills and concepts e.g. chronology; change over time; social, cultural, religious and ethnic diversity; historical interpretation.
- As teachers/adults we must have an awareness of the messages or bias that we might, unwittingly, pass on either through our questioning/discussions or selection materials/resources.
- Visits and fieldwork are an important part of a pupil's entitlement. They must meet the requirements as set out in the Health and Safety policy in relation to school visits. Careful preparation will ensure that pupils are given tasks appropriate to their ability which will develop their skills of observation, questioning, recording etc.
- History makes a significant contribution to the development of language, literacy and occasionally, numeracy. Where appropriate. Pupils will be given the opportunities to use information and communication technology.
- History contributes to learning about societies in the past and now. Activities need to be created within units which will encourage pupils to reflect on their values and attitudes in relation to a wider world e.g. moral issues, democracy and tolerance. Whenever possible, material should be chosen so that a range of multicultural opinion is represented and women and minority groups in past and present societies are accurately portrayed. We advocate co-operate work to enhance social skills.
- The work in history will be planned to provide appropriate links with other subjects. In the reception classes and at KS1 it will often be taught as part of an integrated topic. At KS2 it may be taught as a focused history unit or alongside other subjects as part of a broad theme (with the history objectives to be taught identified). Aspects of cross-curricular themes: citizenship and PSHE will be included where appropriate; also cross-curricular key and thinking skills.
- Inclusion: in consideration of pupils varied life experiences and needs we will ensure that the history curriculum is available to all pupils, with equal and appropriate access regardless of sex, race, faith or ability.
- Role of the co-ordinator: the co-ordinator is responsible for the monitoring and development of the subject as set out in his/her job description. The co-ordinator has other responsibilities within the school and therefore their action plan identifies the agreed priorities that are feasible within the specified time allocation for this subject.

#### 4) Review of this PPD

The Senior Leadership Team reviews the PPD every 3 years. It may review the PPD earlier, if required.

Approved by the Senior Leadership Team meeting on 13<sup>th</sup> June 2014

Signed: .....

Headteacher

Review Date: June 2017