



Rossmore School

Rossmore School's History Policy

Intent

Children will make sense of their world and enrich their understanding of it through the teaching of History at Rossmore. Children will understand the similarities and differences between societies and cultures and the impact of changes on people and places over time. Children will develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources.

Implementation

Each term, children practically apply their learning, allowing them to produce outcomes that show their understanding and commitment to the subject as they are given the time to explore historical concepts and apply their knowledge and understanding. We use many artefacts to teach children about the past and intend to teach through a plethora of experiences such as visiting museums and historical sites.

Children access history under their termly topic themes 'On the doorstep', 'down the road' and 'over the water' and are offered the opportunity to engage with trips and visitors are welcomed into school to support children's historical understanding. Our 3 main topics are based around concepts e.g. community, power and History is taught through this too.

Impact

Children will present their learning through projects, work pieces and pupil voice opportunities. Children will show empathy and understanding of the world around them, including issues relating to periods of history.

Children will feel inspired to engage in historical enquiry and they will talk confidently about what they have learned using history specific vocabulary.

Assessment

Children will be assessed against the National curriculum standards using the school assessment tool 'Balance'. Balance is used to assess children and identify gaps from current and previous school years.

The subject and Literacy Team lead partake in learning walks and conferencing across the school. Pupil voice feedback is used to support the development of the subject as well as assessing the children's geographical understanding. Team meetings ensure all subjects are on track for meeting their various action plan targets.

Equal Opportunities and Inclusion

At Rossmore we value everybody equally:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity
- whatever their economic or social background.

We therefore act to ensure that each and every member of the school community:

- experiences equality of opportunity
- feels a full and respected member of the school community
- has high expectations of themselves, their peers, staff, and others with regard to fair treatment
- develops an understanding of race, ethnicity and multiculturalism alongside an appreciation of their importance in Britain today
- develops an understanding and appreciation of disability and the contribution of disabled people in the community and UK
- develops an awareness that disability can be both seen or unseen and that people with learning and other disabilities (eg Autism, Asperger's syndrome) have the same rights to reasonable and appropriate adjustments as those with more obvious needs.

This policy will be reviewed on a two-year cycle by the English team who oversee History. The team will monitor teaching and learning in the subject at Rossmore School ensuring that the content of the national curriculum is covered across all phases of pupils' education. Any changes made to this policy will be communicated to all teaching staff.

Date of review: September 2024

Date of next review: September 2026