



History Policy

September 2018

This Policy was reviewed

September 2018

Next review date September 2019

Folville Junior School History Policy

Value statement

We believe that History is an essential subject to our children's educational, cultural and social development. History ignites children's curiosity about the past of Britain and the World, allowing our children a sense of identity, pride and respect for times of old and their contemporaries.

We seek to empower our children to empathise with the history of human struggles. Such empowerment allows the children to relate their understanding to their own challenges and control their decisions regarding personal choice, attitudes and intrinsic values.

We will achieve this through developing an inquisitive and constructively critical environment supported by a grounded chronological understanding, research, handling evidence and expressing historically supported and relative points of view: skills which reach far beyond their historical journey with Folville.

Policy and statutory Guidance

We will investigate:

- How historical periods contrast, both within and between themselves.
- How the wider world has influenced Britain in the past and in the 21st Century.
- How evidence must be used to support historical claims.
- How evidence can have multiple interpretations.
- How to evaluate human choices and their short and long term consequences.

Organisation

Folville uses a range of teaching strategies to teach History. It can therefore be a recognised weekly hour of learning, a block of lessons or integrated as part of a topic. History often branches out into other subjects as part of Folville cross curricular approach, such as writing in Literacy or Art.

Term	Year 3	Year 4	Year 5	Year 6
Autumn	Fossils /Dinosaurs		Celts	Effects of WW2 in Britain Migration of Jewish people
Spring	The Shang Dynasty - China	Tudors	Romans	
Summer	Ancient Egypt	Anglo Saxons and Vikings	Homes	Local History – Braunstone

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