

Church Aston Infant School



History Policy

December 2017

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1 Aims and objectives

1.1 The aim of history teaching at Church Aston Infant School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem solving.

1.2 The objectives of teaching history in Church Aston Infant School are:

- to develop in children an awareness of the concept of 'the past', and to be able to use appropriate words and phrases relating to the passing of time;
- to foster in children an interest in the past, and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant individuals and events in British history, and to appreciate how things have changed over time;
- to develop a sense of chronology, and to be able to identify similarities and differences between different periods of time;
- to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- to understand how Britain is part of a wider European culture;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of historical enquiry, investigation, analysis, evaluation and presentation.

2 Teaching and Learning

2.1 History teaching focuses on enabling children to think like historians. We place an emphasis on examining historical artefacts and primary sources. We give children the opportunity to visit sites of historical significance e.g. Weston Park. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating children's interest in the past. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'how do we know?', about information they are given.

2.2 We recognise that in all classes children have a wide range of ability in history, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room, and setting different tasks for each ability group;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

3 History curriculum planning – Key Stage 1

- 3.1 We use the 2014 National Curriculum as the basis for our curriculum planning in history, but we have adapted this to our local context, building on the successful units of work already in place. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.
- 3.2 We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term. As we teach in mixed age classes at Church Aston Infant School, we devise a two year rolling programme of study to cover all the objectives and ensure that children do not repeat work. Children study history topics in conjunction with other subjects; some topics have a particular historical focus.
- 3.3 The class teacher writes the lesson plans for each history lesson (short-term plans). These plans list the specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, although he/she and the subject leader discuss them on an informal basis.

4 The Foundation Stage

In Class 1, history is planned into half termly cross curricular topics, as part of the 'Understanding the World' activities (People and Communities). These activities, aimed at attracting children's interest and curiosity, are based on first hand experiences, observation, exploration, discussion, prediction, problems solving and decision making. Children work towards the Early Learning Goals by finding out about past and present events in their own lives, and in those of their families and other people they know. They are also encouraged to explore similarities and differences between their own lives and traditions and those of other times and places. We encourage historical development through activities such as role play, listening to stories about famous people and events in history such as Guy Fawkes and the Great Fire of London, using the language of time (yesterday, tomorrow, old, new, past, now, then), comparing old toys and household artefacts to modern ones and sequencing events in stories.

5 The contribution of history to teaching in other curriculum areas

5.1 English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the Literacy Hour are historical in nature, for example, when learning about Mary Seacole or The

Great Fire of London. Children develop their oracy through discussing historical questions and their writing ability by writing in a variety of genres based on a historical stimulus.

5.2 Mathematics

The teaching of history contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time-lines and through sequencing events in their own lives.

5.3 Personal, Social and Health Education (PSHE) and Citizenship

History contributes significantly to the teaching of personal, social and health education and citizenship. Children develop self-confidence by having opportunities to explain their views on a number of social questions. They discover how to be active citizens in a democratic society and they learn how to recognise and challenge stereotypes, and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures, and they start to develop tolerance and respect for others. They also begin to gain an understanding of why British society and values have developed in the way that they have to create our current culture.

5.4 Spiritual, Moral, Social and Cultural Development

In our teaching of history we contribute where possible to the children's spiritual development, for instance when we teach children about Remembrance Sunday. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today. Towards this end, we make a point of marking Black History Month every year.

6 History and Computing

6.1 Information and communication technology enhances our teaching of history, wherever appropriate. The children use ICT in a variety of ways, such as word-processing and researching information on the Internet. They find information on the internet and use photos from the digital camera and word processing packages and also play historically based games and activities such as those on the BBC website. There is an ever increasing wealth of historical resources on YouTube, such as footage of the recreation of the Great Fire of London and Horrible History songs which help to bring the events and characters of the past to life for twenty first century children.

7 History and Inclusion

7.1 At our school we teach history to all children, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special

educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs and Disabilities; Equalities; Most Able; English as an Additional Language (EAL).

- 7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessments made by teachers against the National Curriculum’s attainment targets and level descriptors allow us to consider each child’s attainment and progress in relation to the levels expected. This helps ensure that our teaching is matched to the child’s needs.
- 7.3 We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example, a visit to Weston Park, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment for learning

- 8.1 Children demonstrate their ability in history in a variety of different ways. Younger children might, for example, act out a famous historical event. Teachers will assess children’s work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress.
- 8.2 At the end of a whole unit of work, we make a summary judgement of the work of each pupil in relation to the National Curriculum. We assess whether a child is working at a level below that which would be expected for their age, at the expected level, or exceeding it; and we inform parents of their child’s progress at least annually in their Annual Report at the end of the summer term. We also pass information on to the next teacher at the end of the year, either within school or to their next school.

9 Monitoring and Review

- 9.1 Monitoring of the standards of children’s work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader keeps History Evidence File of children’s work.