

Henry Bradley Nursery & Infant School History Policy

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1	14/02/2014	Headteacher
2	16/04/2016	Clare Burns/Cliff Hadley
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4		To be reviewed June 2020

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Teaching and learning style

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts, listening to stories and using the internet. At Key Stage 1 we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events 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.

We recognise the fact that in all classes children have a wide range of abilities 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.

History curriculum planning

We use the national scheme of work for history as the basis for our curriculum planning, but we supplement this with material relevant to current topic work. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge and we build planned progression into the topic so that the children are increasingly challenged as they move up through the school.

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the History topics studied over a year for each year group in K S.1. Foundation Stage planning is presently done on a termly basis. The subject coordinator has sight of each year group plan and the children study history topics in conjunction with other subjects, some topics having a particular historical focus .. We teach the required knowledge, skills and understanding as set out in the National Curriculum through topic-based activities.

When year groups plan their activities they take into account:

- the balance across key elements;
- how content may best be sequenced;
- how to check children's progress;
- the practicalities of organising teaching history, eg timing of visits during the school year;
- links with other curriculum areas;
- the aims and purposes of history at key stage1, and the subject's contribution to the whole primary curriculum;
- ways in which children make progress in learning history.

Evaluating History key stage plans and units

Medium term plans detail work for each term. The Co-ordinator reviews these plans with colleagues on a regular basis

Each class teacher creates a plan for each lesson. These plans list specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, and discusses them with the History coordinator on an informal basis.

We plan the topics in History so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each topic
And through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

The Foundation Stage

We teach history at Foundation Stage 1 and two as an integral part of the topic work covered during the year.

We relate the History side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of vocabulary ("new" and "old" for example in relation to their own lives.

All classrooms are fitted with an inter-active White Board which both teachers and children are able to use to enhance the History curriculum.

History and inclusion

At our school we teach History to all children, whatever their ability and individual needs. This accords with the school's curriculum policy to provide a broad and balanced education to all children. Through our History teaching we provide learning opportunities that enable all pupils to make progress. We strive hard to meet the needs of those pupils with Special Educational Needs, those with special gifts and talents, and those learning English as an additional language, and those children on Free School Meals.

We enable 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 an archaeological dig, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and recording

Children demonstrate their ability in History in a variety of different ways. Younger children might, for example, act out a famous historical event whilst older pupils might produce a written piece of work. 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 future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

We assess work in History by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as necessary.

Once they complete a whole unit of work, we make a summary judgement of the work of each pupil in relation to the National Curriculum levels of attainment

Resources

There are resources for aspects of History teaching in the school. We keep these resources in a central store where there is a box of equipment for a selection of topics. The library contains a good supply of topic books and software to support children's individual research. Resources are supplemented as and when necessary. The co-ordinator has a budget to use to provide additional resources to supplement existing ones where needs are identified.

Monitoring and review

Monitoring of the standards of children's work is the responsibility of the History subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of History, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.