

# History Policy

## Our Vision

At Bournes Green Infant School the governors, staff, children, parents and carers work together in an atmosphere of mutual respect and trust in a community that is strengthened and enriched by a diversity of background, culture and religion. Our priority is to foster the self-confidence, self-esteem and independence of **all** in a climate of growth and opportunity that will enable us to achieve the highest standards. We actively promote a healthy environment in which children enjoy learning and develop the skills needed to become responsible members of society. We aim to bring learning to life.

'**Strength Through Wisdom**' was the original mission statement for our school. Today we nurture our children to be confident and articulate with an enjoyment of learning in the belief that this will enable them to gain strength from their developing wisdom.

See also related policies: Teaching and Learning, Curriculum, Assessment, Behaviour, Equal Opportunities, DDA Scheme, Role of Curriculum Leader, SEN, Early Years, Healthy Schools, Gifted and Talented, Home Activity Guidelines and all subject policies.

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. (National Curriculum, 2013)

## Key Principles

The principles for teaching history at Bournes Green Infant School are:

- to provide equal access to develop skills, knowledge and understanding.
- to provide equality of opportunity for every child to experience and develop an awareness of the past and the ways in which it is similar to and different from the present.

## Aims

Our main aim is for all of our children to achieve in History and to study it with confidence, enjoyment and a sense of achievement.

## **Knowledge and understanding**

Children should:

- develop a knowledge and understanding of important historical ideas, processes and skills and relate these to everyday experiences
- develop the concept of nation and of a nation's history
- identify key events in the past that are significant nationally and globally
- develop concepts such as civilisation, monarchy, parliament, democracy, and war and peace that are essential to understanding history
- understand historical events, people and places in their *own locality*
- develop understanding of where people and events fit within chronological framework
- learn about the lives of significant individuals in Britain's past who have contributed to our nation's achievements and why people did things
- develop their understanding of how the past may influence the present by learning why events occurred and what happened as a result
- identify differences between ways of life at different times

## **Processes and Skills**

Children should:

- develop their understanding of vocabulary relating to time, comparing 'before' , 'after', 'past', 'present,' 'then' and 'now'
- develop their skills in historical interpretation by identifying differences in the past
- begin to differentiate between historical fact and fiction
- use role-play as a vehicle for gaining a better understanding of aspects of the past
- develop their observation skills through working with artefacts, pictures and photographs
- develop their skills in historical enquiry by asking questions about the past and finding the answers through a range of sources
- select from their knowledge of history and communicate it in a variety of ways including; pictures, mind-maps, fiction and non-fiction writing and role-play
- learn about ways of thinking, finding out the answers to questions and communicating our ideas

## **Values and attitudes**

Children should:

- develop their curiosity and appreciation about the past
- develop their self-confidence and sense of responsibility by making the most of their abilities and try to achieve a high standard in history
- prepare to play an active role as citizens through their understanding of past events and actions
- develop good relationships and respect the differences between people
- work with others, listening to their ideas and treating these with respect
- develop respect for evidence and begin to evaluate it
- explore values and attitudes through history

To provide these opportunities we will:

- use a variety of learning styles and resources to ensure that we cater for **all** our children
- challenge **all** children to achieve a high standard in History by developing the ability to analyse and think critically about the past and present
- encourage children to share their own personal history for themselves and their family

### **Organisation**

The teaching programme is based on identified learning objectives and is planned thoroughly to ensure high expectations, consistent approaches and good progression throughout the school. Learning objectives may be taught in isolated history lessons or through a cross curricular approach.

We aim to ensure that every child enjoys their history sessions, makes progress and gains positively from lessons. Therefore lessons are planned so that all children can be included.

A variety of teaching methods will be used to suit the abilities and interests of the children, including use of the following:-

1. Story telling
2. Discussion
3. Questions and answers
4. Individual and group investigation
5. Internet and online resources
6. Role play and drama
7. Visits to museums and historical sites

### **Management**

**The role of the Headteacher is to:**

- Remain well informed, provide active leadership and set high expectations for what can be achieved by staff and children
- Make sure there is systematic monitoring and self review of planning, teaching, assessment, learning outcomes and children's work

**The role of the History Leader is to:**

- Take the lead in policy development and the production of schemes of work, designed to ensure progression and continuity throughout the school
- Support colleagues in their development of plans, their implementation of the schemes of work and in assessment
- Support colleagues in their use of software available, including web-based resources
- Monitor the effectiveness of teaching and learning in History across the school
- Monitor the performance of all children
- Advise the Headteacher on any action needed in this subject

- Share expertise and gives support that is needed to influence practice throughout the school
- Keep up to date with developments in History and disseminate information to colleagues, as appropriate
- Take responsibility for the purchase and organisation of central resources in History

**The role of the Teacher is to:**

- Have a knowledge of History and the Early Years Foundation Stage (EYFS) and use appropriate teaching methods
- Secure high standards through effective teaching
- Use ICT software and web-based resources to enhance teaching and learning
- Set clear challenging targets for all children
- Provide additional challenge for those identified as being more able in this subject and support for the less able
- Make sure appropriate tools and equipment are provided to ensure that all children are able to access the curriculum

**The role of the Teaching Assistant is to:**

- Encourage
- Question
- Help to make sure that each child plays a full part in every lesson by reinforcing teaching points as well as key language
- Assist individuals or groups through encouragement and by promoting discussion
- Develop children's ideas and thinking by questioning
- Assist children with differentiated work, especially those with provision maps
- Work with groups on differentiated work across the ability range

**The role of the History Governor is to:**

- Meet with the Leader to discuss the development of History within the school
- Be involved with reviewing the policy for History
- Monitoring and evaluating the attainment in History

**Planning**

In Reception, children follow the Early Years Foundation Stage Curriculum with an emphasis on learning through play. History is mainly found under the umbrella of Understanding of the World. However, it contributes to all areas of learning in the Early Years Foundation Stage Curriculum. Children will build upon their pre-school experiences and have opportunities to develop the crucial knowledge, skills and understanding that help them to make sense of the world.

These experiences will include:

- remembering and talking about past and present events in their own lives and in the lives of family members
- showing interest in the lives of people who are familiar to them

- showing interest in different occupations and ways of life
- beginning to differentiate between the past and present

In Key Stage One, planning is produced in line with the National Curriculum and teachers work in year groups to devise their medium and short-term planning, based around particular themes. Assess and Review sessions are planned for the end of each topic. Planning reflects the progression of historical knowledge, skills and understanding as indicated by the National Curriculum level descriptors.

Teachers exercise sensitivity when exploring significant events in children's lives and observe their developing understanding of historical knowledge and ideas, in order to ascertain what tasks and expectations would best support their learning.

### **Assessment**

In Reception a child's progress is recorded using the Foundation Stage Profile and assessed in relation to the Early Learning Goals.

At different points in the year, Key Stage One teachers review the performance of the class against the level descriptors. These judgements will be underpinned by the outcomes of a combination of tasks including: informal observations, concept maps, children's work and verbal responses. The use of clearly communicated learning intentions, enable staff to determine levels of attainment in History.

National Curriculum levels will be recorded at the end of each year.

Assessment is ongoing; it will include informal observations, oral questioning and review of work produced. Assessment for learning is used to guide the progress of individual children in History. It involves identifying the child's progress, determining what each child has learnt and therefore what the next stage in his/her learning should be. This can then be used when considering planning for the next stage of work.

### **Feedback to Children**

Feedback to children on their progress in History is achieved through informal discussions related to the achievements of learning intentions whilst children are undertaking each task or group work and the marking of work. Marking and discussion aims to help the children learn and reflect on their work.

### **Making links with subjects across the curriculum**

History contributes to many subjects of the curriculum. Wherever possible, links will be made with other subjects across the curriculum.

### **Parents**

Parents are kept informed and encouraged to be involved in their child's learning through regular parents meetings and an annual written report. Children's attainment is reported on the

annual written report. In addition, we send home termly curriculum letters so that parents know what is being covered in History lessons at school.

### **Resources**

We have a range of themed resources including ICT software to support in the delivery of History. Children may be asked to find things out, bring things in, notice things or simply reflect on their learning at home.

### **English as an Additional Language (EAL)**

We support our EAL children in a variety of ways in History. Whole class sessions provide helpful adult models of spoken English and opportunities for careful listening, oral exchange and supportive shared repetition. Group work provides opportunities for intensive, focussed teaching input. We repeat instructions for EAL children when necessary and emphasise key words. Some language may need careful explanation.

### **Special Educational Needs**

It is our intention whenever possible to include all children in History lessons, so that they benefit from watching and listening to other children sharing and modelling their History skills. However, some classes may have children whose progress requires special consideration. In this circumstance the class teachers may wish to consider if the History lesson is the most appropriate way for the child to spend his/her time. In this situation the child's Provision Map will form the basis of their work.

### **Race Equality**

We will make use of opportunities to build upon the diverse backgrounds of all children in the classroom and aim to incorporate non- stereo typical role models where possible. We will include images and artefacts from contrasting cultures, times and traditions to enhance the children's knowledge and understanding. All children are to see themselves as historians, using evidence to ask and answer questions about the past.

### **Academically More Able**

Able children are identified on our register or awareness list. The use of higher order questioning may be used to encourage children to develop their ideas and thoughts.

### **Health and Safety**

Class teachers are responsible for the safety of the staff, children and volunteers within their class. When handling historical artefacts we teach the children to show respect by handling them with care.

### **Review**

This Policy was reviewed by the Staff and approved and Governing Body Summer 2017.

It will be reviewed in accordance with the Policies and Key Documentation Review Timetable.