

Common Road Infant and Nursery School



Flying High Together

History Policy

"Yesterday is history and tomorrow is a mystery but the more you know about the past, the better prepared you are for the future."

At Common Road Infant and Nursery School we strive to provide children with high quality teaching to ensure they have an understanding of Britain's past alongside history of the world around them.

We believe that it is important to teach children about History as it provides us with models of good and responsible behaviour and allows us to understand how society can change and develop. At Common Road we use a range of role play, stories, visits, visitors, artefacts and sources of information in order to provide children with a rich History curriculum. We aim to teach children about important events that happen locally, alongside those that happen around the world that have had a significant impact on our way of life today. Children are encouraged to reflect on these findings, participate in discussions and express their ideas and opinions about events that happened in the past.

Aims and objectives

We aim to stimulate the children's interest and understanding about the past through lessons that teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. The process of history is how we find out about the past, gathering information from a variety of sources, analysing it and communicating the findings to others.

Our aims of history are:

- 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 understand changes within living memory:
 - to know about significant events, nationally or globally, beyond living memory such as the Great Fire of London
- to know about significant individuals in the past who have contributed to national and international achievements, some of which will be used to compare aspects of life in different periods;
- to develop a sense of chronology.
 - to have some knowledge and understanding of historical events, people and places in their own locality;

- 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 enquiry, investigation, analysis, evaluation and presentation.

Teaching and learning style

History teaching focuses on enabling children to think as historians. We place an emphasis on practical learning through role play, examining historical artefacts and primary sources and we give children the opportunity to visit sites of historical significance as part of subject based topic work. We also 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 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.

In history 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 common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty and challenge;
- providing resources of different complexity depending on the ability of the child;

History curriculum planning

Key Stage 1

We use the National Curriculum for history as the basis for planning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build progression into planning so that the children are increasingly challenged as they move through the school.

We carefully plan the coverage in history so that it builds upon prior learning. Children of all abilities have the opportunity to develop their skills and

knowledge in each unit through a planned skills progression from EYFS to Year 2 and beyond.

We have overarching themes for each year group that are half-termly in EYFS and termly in KS1. Careful consideration has been given to the needs and experiences of our children and the themes are built up through the year. In term 1 the theme is relevant to the locality of the school, term 2 it is in the United Kingdom and in term 3 the world. Medium term plans map out each unit of work for the term. Lessons and content are detailed in weekly lesson plans.

EYFS

We teach history in EYFS as an integral part of 'Understanding the World'. We plan objectives from 'Development Matters' which underpins 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 new and old in relation to their own lives.

The contribution of history to other subjects

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 Literacy are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

Mathematics

History contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

Computing

We use ICT when teaching history as and when appropriate. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet and relevant software. Children have the opportunity to use the digital camera to record and use photographic images and they communicate with other children.

Personal, social and health education (PSHE) and citizenship History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

SEND Support

History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of the children and we take into account the targets set for individual children in their One Page Profiles.

Assessment and recording

We assess the children's 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 following the marking and feedback policy. The history subject leader monitors books and displays and keeps samples of children's work in a portfolio, which shows what the expected level of achievement is in history in each year of the school.

Resources

We have sufficient resources for teaching all history areas in the school. General resources are kept in a central store where they are easily accessible. Resources specific to topics taught in particular year groups are kept in corresponding classrooms. The library contains a good supply of history topic books to support children's individual research alongside ICT programmes such as 'Purple Mash'.

Monitoring and review

The history subject leader is responsible for monitoring the standard of children's work and the quality of teaching in history. The history subject leader is also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

History Leader: Libby Brown

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