

# Halfway Nursery Infant School



## History Policy

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# HALFWAY NURSERY INFANT SCHOOL

## HISTORY POLICY

### 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.

### The Aims of Teaching History

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.

### Teaching and learning style

Our principal aim is to develop children's knowledge, skills and understanding in history through the use of the EDUcate approach (Experience, Develop, Use):

**Experience/Engage:** Children should be exposed to and engaged in a concept/idea in as many different ways to gain experience of it. This is an essential part of the learning process. If children haven't seen, heard or felt part of an idea or concept then they can't possibly claim to have any experience of it. A child with limited or no experience of something cannot possibly develop learning to enable them to use this concept/idea in real life. It is our role as teachers to provide exposure to and experience of a whole range of notions, ideas and concepts to enable children to understand them and use them appropriately in the real world. Whilst providing experience it's essential that teachers assess children as individuals' starting points will be very different. AfL at

this stage will provide a valuable insight into what future learning needs to take place for children to gain a true understanding.

**Develop:** Once children have gained some experience of a concept/idea and teachers have activated prior learning and clearly identified gaps in learning, then together, teaching can be shaped to develop skills and knowledge to fill gaps in understanding and move learning on. It is in this stage where children should make most progress in developing basic skills and teachers should be constantly reflecting on learning and shaping (and re-shaping lessons) teaching to maximise progress for all children.

**Use:** Once children have developed skills and knowledge and can confidently use them in isolation, it is important we provide children with opportunities to use and apply these newly developed skills and knowledge in real life, purposeful and meaningful situations. It is only in these situations that children will truly show a genuine understanding of a concept/idea, as they should be able to transfer skills/knowledge in the real world, explaining what they have been learning, why they have been learning it and what use it is to them!

## **Subject Content**

### **The Early Years Foundation Stage, The National Curriculum Programmes of Study and Attainment Targets**

In the Early Years Foundation Stage, History is taught through the Knowledge and Understanding of the World. In Key Stage 1 we base our teaching on the National Curriculum Programmes of Study. The Attainment Targets inform our planning and particularly help with ensuring progression.

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.

### **EYFS**

Whilst developing their 'Understanding of the World' during EYFS children will develop and understanding of their own journey through life, talking about events in their own history and that in those of familiar people. They will begin to describe special events in their own personal history as well as learn about how people, animals and plants may change over time. They will use a range of technology in which to explore history and record their findings and ideas.

### **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.

### **Continuity and Progression:**

We plan our choice of Topics according to the Whole School Concept and the children's inspirations and curiosities. They are half-termly Topics, which offer opportunities for History work within the Topic.

Each half-term each year group works on the selected topic which will contribute to the children's understanding of a concept chosen to be developed throughout the whole school. Our plan ensures that the children experience a variety of topics, whilst maintaining a continuity of concepts and developing progression in their learning. We plan to build on children's earlier experiences in their learning of History.

Topics are evaluated at the end of each half-term using the planning sheets to show what experiences the children have had. This helps to inform our future planning and demonstrate 'next steps' in learning.

### **How we plan History**

We ensure that our History contains cross-curricular links by using agreed topics for each year group. We plan our topics as year groups and keep planning sheets in a central file. By careful reference to either the Early Years Foundation Stage guidance or National Curriculum Programmes of Study we aim to cover all statutory requirements in our agreed topics. However, where mini topics are seen to be necessary to ensure total coverage, these may be done from time to time and any links with other curriculum areas are exploited.

Often the History activities include aspects of Maths and Literacy, especially when gathering information and reporting on it.

We also think creatively about History, using opportunities to extend learning in Computing.

We use the excellent opportunities afforded for language development.

Children are encouraged to talk and write about their findings and are encouraged to read and find information from non-fiction texts.

## **Equality of Opportunity and Special Needs**

All children are entitled to an equal opportunity to study history and to make progress, irrespective of gender, race, ability or other educational needs.

Attention will be given to:

- Planned opportunities to study a history curriculum which is broad and balanced, giving children the chance to study societies and cultures in the past in different parts of the world.
- Work which is planned to meet the needs of all, with a variety of approaches and method
- Choice of resources to reflect the positive images of others e.g. women, and to enable children of different ability levels to make progress and to be motivated and challenged.
- Organisation of work: individual, paired, small groups, and whole class, with support and guidance by class teachers.
- Feedback to individuals and classes.

## **Assessment and Reporting**

Children's progress in History is seen as an integral part of the teaching and learning process and should always include references to the learning objectives of lessons and topics. Discussion between teacher/child/children will be positive and encourage children to think carefully about their work, its objectives and their achievements.

Reporting to Parents will identify the experiences and progress that has been made in history topic-work throughout the year.

## **Resources**

Resources are the responsibility of the history co-ordinator.

These include: reference books, pictures, photographs, posters, objects and artefacts. The majority of these are centrally stored, in the Rainbow Room or in topic boxes in classrooms.

Planned educational visits to museums etc. will support some historical aspects of topics, and use is also made of visitors to school who talk about their own memories and recollections. Occasionally, children are asked to conduct interviews/questionnaires with older family members and adults.

## **Role of the Subject Coordinator**

It is the responsibility of the history Subject Coordinator to support the everyday implementation of the policy with particular reference to the areas of: resources, staff support, co-ordination, monitoring and review, and external liaison.

### **Monitoring and Review**

The Headteacher, with the support of the History Co-coordinator, will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' records and reports and sampling teachers' planning.

Subject coordinators are responsible for the monitoring of assessments for their curriculum.