



# History Policy

July 2022 – Version 1.2

Review date: July 2025

## Version Control

Date	Version	Status / Comments / Description
Spring 2016	1.0	Original Revised Policy
February 2019 June 2019	1.1	Reviewed and re formatted Final review
July 2019		Approved by FGB - 9 July 2019
June 2022	1.2	Reviewed and reformatted, Equalities Statement Added
July 2022		Ratified at P&A meeting 11.07.22 Policy shared with all staff and uploaded to school website.

### Equality Statement for Park Hill Infant School

At Park Hill Infant School, we continue to teach our children about what it means to be strong, positive and productive members of society. We have always taught our pupils about equality and this remains an important part of our curriculum. We ensure that we always celebrate diversity, promote equality, demonstrate respect and stand together to challenge all forms of discriminatory language and behaviour.

We recognise that education is a vital tool for powerful, permanent and informative change. Our continuously evolving curriculum demonstrates our determination to use education to tackle issues of racism, homophobia and inequality. We strive to ensure our curriculum and supporting resources reflect values of inclusivity, diversity, equality and belonging. We do this by planning to meet the needs of all genders, of children with special educational needs, of children who are more-able, / gifted and talented, of children with disabilities, of children from all socio-economic backgrounds, children from different ethnic groups, religion and cultural backgrounds, and of those from diverse linguistic backgrounds.

### Aims and objectives

The aim of History teaching 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 multi-cultural 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.

Our objectives in the teaching of History are to:

- To develop a knowledge and understanding of Britain's past and that of the wider world, inspiring curiosity to know more about the past
- Pupils will learn to use common words and phrases relating to the passing of time
- To understand changes in people's life over time and the significance of important people
- Pupils develop an understanding of the past and present with chronological awareness up to the present day
- Pupils will be taught to understand 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
- Pupils will develop an understanding of events beyond living memory that are significant nationally or globally ( for example, the Great Fire of London and the Titanic)
- Pupils will ask and answer questions using a wide range of resources to show that they understand key features and events
- Pupils will learn about significant historical events, people and places in their own locality

### Teaching and learning

History teaching in our school focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In Key Stage One, we give children the opportunity to visit sites of historical significance. We recognise and value the importance of stories in History teaching, and we regard this as an important way of stimulating a curiosity about the past. We focus on helping children to 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. Park Hill Infants' School use a variety of teaching and learning styles in History lessons. We believe in enquiry-based research activities where children are encouraged to generate their own questions before being introduced to a topic. Teachers use these questions and ideas to plan their lessons based on the pupils' interest and

guide them throughout the topic so that they are able to achieve the learning objectives and outcomes in the national curriculum.

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;
- sometimes grouping children by ability, and setting different tasks for each ability group or mixed ability group;
- providing resources of different complexity, depending on the ability of the child;
- using teaching assistants to support children individually or in groups.

### **History curriculum planning**

History is a foundation subject within the National Curriculum which we use as the basis for our curriculum planning in History, adapted to our local context. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge, and we plan progression, so that the children are increasingly challenged as they move through the school. Much of our planning is based on the themes chosen by the school for each half term.

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 across each half term, the subject leader devises this plan in conjunction with teaching colleagues in each year group, and the children study History topics in conjunction with other subjects.

Our topic webs give details of the learning for each half term. The subject leader keeps and reviews these plans on a regular basis. By so doing, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.

The class teacher writes down a summary of the History session in their Daily Plan Book. These plans list the specific learning objectives and expected outcomes for each session. These plans may be discussed with the subject leader on an informal basis.

### **The Early Years Foundation Stage**

We teach History in our reception classes under the EYFS Matters new 2020 statements 'Understanding of the World', 'Past and Present' and 'People, Culture and Communities', as an integral part of the topic work covered during the year. As the Reception class is part of the Early Years Foundation Stage, we relate the historical aspects of the children's work to the Early Years Foundation Stage curriculum from birth to five years. Children talk about members of their immediate family and community and start to think about similarities and difference. They learn about significant celebrations from around the world such as Diwali and Chinese New Year. They also learn about big events that happened in the past in the United Kingdom such as Remembrance Day.

### **The contribution of History to teaching in other curriculum areas**

#### **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 English sessions are historical in nature. Children develop oracy through discussing historical questions, or by presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters.

#### **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. Children also learn to interpret information presented in graphical or diagrammatic form.

#### **Personal, social and health education (PSHE) and citizenship**

History contributes significantly to the teaching of PSHE and citizenship. Children develop self-confidence by having opportunities to explain their views on a number of social questions, such as how society should respond to poverty and homelessness. They learn how society is made up of people from different cultures, and they start to develop tolerance and respect for others.

### **History and Computing**

Computing enhances our teaching of History, wherever appropriate, in each year group. The children use ICT in a variety of ways, such as word-processing, finding information on the Internet and presenting information through PowerPoint.

## 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 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 who are more able, and those learning English as an additional language, and we take all reasonable steps to achieve this.

The work done by the pupils in History may contribute to the targets set out in a SEN support plan. Teachers will have regard to these targets when planning lessons and designing tasks for History lessons.

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 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

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 may produce a PowerPoint presentation based on their investigation, for example, of voyages of discovery. Teachers will assess children's work by making informal judgements during teaching sessions also known as Assessment for Learning. 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. Older children are encouraged to make judgements about how they can improve their own work and that of their peers. (In line with the marking and feedback policy)

At the end of the year teachers make a summary judgement about the work of each pupil in relation to the new National Curriculum. This information is passed on to the next teacher at the end of the year.

## Resources

There are sufficient resources for all History teaching units in the school. We keep these resources in a central store, where there is a box of equipment for each unit of work. The library contains a good supply of topic books and software to support children's individual research.

## Monitoring and review

The coordination and planning of the History curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in History and by providing a strategic lead and direction for this subject;
- Reviews evidence of the children's work and to monitor and evaluate the progress made by children in History across the school.

The quality of teaching and learning in History is monitored and evaluated by the subject leader who feeds back to the headteacher as part of the school's agreed cycle of monitoring and evaluation.

This policy will be reviewed at least every three years or sooner if necessary.

Signed: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_