



FULMER INFANT SCHOOL

HISTORY POLICY

Introduction

History is all about past people, cultures and places and how we know about them.

History should inspire children's curiosity about the past in Britain and the wider world. Children consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced peoples actions. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

In History, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view.

Aims:

Pupils should be taught about:

- Simple vocabulary relating to the passing of time such as 'before', 'after', 'past', 'present', 'then' and 'now'
- The concept of nation and of a nation's history
- Concepts such as civilisation, monarchy, parliament, democracy and war and peace that are essential to understanding history
- The lives of significant individuals in Britain's past who have contributed to our nation's achievements – scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti
- Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year
- Significant historical events, people and places in their own locality

Key Stage 1

Children learn about their own lives, about their families and friends in the recent past and about people and events from the more distant past.

Curriculum Provision

- Children study History from different perspectives (e.g. social, economic, political, cultural) across a range of locations (local, national and world) and eras
- The learning objectives for units of work cover a balance of experiences
- The teachers use History to reinforce work in English and to make strong links with art and geography

- The children may take part in visits to sites of historical interest as indicated in the termly planning, e.g. Windsor Castle.

Assessment and recording

Before each unit of work teachers establish the children's level of knowledge, understanding and skills. These assessments are used to refine planning so that activities are suitably challenging.

Teachers assess as part of each lesson. Children achieving significantly above or below the expected level of attainment should be annotated on lesson plans and evaluation.

End of unit reflections and tasks enable teachers to assess children's progress in terms of historical knowledge, understanding and skills.

Continuity and progression

- Children are taught in whole year groups
- Learning objectives expect children to blend skills more effectively as they progress, for example, by calling on their broader knowledge base, using more careful investigations of a range of sources to communicate their findings in well-structured writing.

Inclusion

Our school is committed to the provision of History to all of its children. Our programme should respond to the diversity of children's cultures, faiths, ethnicities and family backgrounds, so that all children access the national curriculum.

To ensure that children of all abilities make worthwhile progress in History:

- Teachers provide suitable ways for children of different abilities to access difficult ideas: for example, for low-attaining children by narrowing the range of information to be used, by increasing the degree of support through their own advice, by using relevant resources, or by the use of other adults
- Teachers should challenge higher-attaining children by expecting them to interrogate more demanding sources, by expecting them to work with greater independence and by raising expectations about how they might communicate their ideas
- Teachers use a range of teaching styles in each lesson in order to match the range of learning styles represented in a typical class.

Able, Gifted and Talented, Pupil Premium and SEND

Children on the register for Able, Gifted and Talented, have challenging targets and can be supported through extension work. Other support can be accessed as seen appropriate.

Resources

Planning includes expectations for children to use a variety of sources across the school, including artefacts, posters, textbooks, newspapers, paintings, documents, videos, **computing**, visitors and historical sites. The resources are kept in the **staff** room.

The learning environment

When the children are working on a unit of work they should have access to a relevant and appropriate timeline for the period of time under study.

Displays around the school and in classrooms should provide equal opportunities for celebrating children's achievements, providing information that stimulates children's interest and providing information about the work in hand.

Safe Practice

All staff adhere to the school's health and safety policy and particular note must be taken of the policy relating to safe practice on visits.

English

Work in History provides opportunities for children to apply their **English** skills. At Key Stage 1 children are expected to extend their technical vocabulary, talk about what they see and read and communicate this in different ways. They are expected to attempt to provide reasons and explanations. Children may begin to use vocabulary about life in the past and also about the processes of finding out about the past.

Higher attaining children may use and develop their library and research skills in order to locate information. They are encouraged to organise their findings and present them to different audiences.

Computing

Children may use computer-based sources as part of their historical enquiry.

Leadership and management

Staff development and training opportunities

Whole school training needs are identified as a result of the monitoring and evaluation programme; the subject is monitored and evaluated in line with school policy.

How the subject is monitored and evaluated

All teachers are responsible for monitoring standards but the Headteacher, takes a lead in this in accordance with the monitoring and evaluation timetable.

Related Policies and Other Documents

Able, Gifted and Talented Policy
Assessment Policy
Curriculum Policy
Inclusion Policy
Marking Policy
School Improvement Plan
SEND Policy
Teaching and Learning Policy