

## History Policy

### Aims and objectives

At Purston Infant School we aim to stimulate the children's interest and understanding about 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. 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.

The aims of history in our school 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 examining historical artefacts and primary sources. We give children the opportunity to visit sites of historical significance as part of 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. Not all children complete all tasks;
- grouping children by ability in the room and setting different tasks for each 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

We use the national curriculum for history as the basis for planning and adapted it so that it fits in with specific topics. 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 carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the topics studied in each term for each year group; the history subject leader works this out in conjunction with teaching colleagues in each year group. The children study history topics in conjunction with other subjects, especially at Key Stage 1. Some topics have a particular historical focus. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

Medium term plans include the learning objectives taken from the programmes of study. The history subject leader keeps and reviews medium term plans on a regular basis to ensure that children have complete coverage of the National Curriculum.

Short-term plans for history are included in the weekly timetable. The class teacher keeps these individual plans, although s/he and the history subject leader often discuss them on an informal basis.

### Foundation Stage

At Purston we teach history in the foundation stage 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.

### **Information and communication technology (ICT)**

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 such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

### **Spiritual, moral, social and cultural development**

When teaching history, we contribute to the children's SMSC through most topic areas. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as 'Featherstone Mining'.

## **Teaching history to children with special needs**

We teach history to all children, whatever their ability. 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 children with learning difficulties and we take into account the targets set for individual children in their one page profiles.

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### **Assessment and recording**

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. We use this information as a basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year. In the foundation stage children are assessed using criteria from the pupil profile. This information is forwarded to the next class teacher at end of the summer term.

### **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 draw containing posters, artefacts and old newspapers. The library contains a good supply of topic books and there is a range of software to support children's individual research.

### **Monitoring and review**

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history subject leader gives the headteacher an annual report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement or the need for any further resources. The history subject leader has specially-allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

**Signed:**

**Date:** May 16