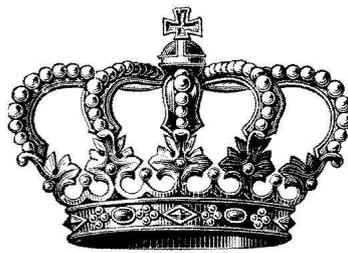


QUEEN`S DRIVE INFANT SCHOOL



HISTORY POLICY

May 2020

Queen's Drive Infant School

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Vision

To develop a curiosity about the past, developing knowledge of events and people through hands-on exploration

Aims and Intent

The aim of teaching history at Queen's Drive Infant School 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; through this they develop a sense of identity a cultural understanding based on their historical heritage. Therefore, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past influenced our lives today. We teach them to investigate these past events to develop the skills of enquiry, analysis, interpretation and problem solving. This helps children understand that learning about History them to see that their educational development will have a direct bearing on future generations.

The aims of history in our school are:

- To promote an interest in the past
- To develop an understanding of events over time and in a chronological structure
- To learn about the roles that individuals and events have played in shaping modern society
- To develop an ability to investigate and interpret different versions of past events
- To learn to study historical evidence and to ask and answer questions about the past
- To develop the ability to communicate historical knowledge and understanding using a variety of techniques
- To encourage children to understand other people, their beliefs, thoughts, values and experiences

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. We take into account the targets set for individual children.

Implementation / Organisation

The teaching of history focuses on encouraging the children to think about their place in time, to look back in time and recognise that change has occurred.

Defining and Demystifying the Destination - Children are given opportunities to explore the past using hands-on experiences wherever possible. To aid this we handle artefacts, which may be original or reproductions Other media are used to enhance understanding of times past. We include visits to places of historical interest and encourage visitors to come into school to share their experiences of past events. We use historical stories and different versions of the same story to indicate that there are different interpretations of the same incident. We encourage children to ask seeking questions and develop their enquiry skills.

High Expectations/ Challenge for ALL (Inclusion) - We recognise the fact that in all classes, there are children of widely differing abilities 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 common tasks which are open-ended and can have a variety of responses;
- Setting questions of increasing difficulty. Not all children complete all tasks;
- Questioning children in a way that will stimulate and further their understanding;

- Supporting those children who will benefit from the help of an adult;
- Providing a range of materials that reflect the ability of the children.

Feedback - Children are moved on with their understanding through 'in the moment' feedback during lessons. Teachers are able to set tasks for children to complete in order to consolidate learning and address errors. Children are encouraged to give peer on peer feedback through working with each other and viewing each other's tasks. We celebrate errors and use these to enhance teaching.

Planning

At Key Stage 1, history is about developing knowledge, skills and understanding relating to the children's own environment and the people that live there, while developing an awareness of the wider world.

The National Curriculum document is used to plan learning in Year 1 and 2. Teachers incorporate the skills and knowledge from this into half termly topic-based planning. Children are taught across 6 topics during KS1 which build to develop historical skills and knowledge. Different time periods are covered to develop children's sense of history and the past. Children have the opportunity to use role-play and stories, investigate using artefacts and photographs and through discussion about the past and present. Visits and visitors are used to enhance learning further and make history 'come alive'. History is then taught in blocks or weekly as part of the cross curricular unit. Work is then put collated in the topic folder for the unit.

In the EYFS, basic history skills are taught through Knowledge of the World: People and Communities. History in the Early Years focuses on children becoming familiar with the past and present events which concern themselves and their immediate family. They may use appropriate language when discussing events and begin to understand a basic concept of time. Historical skills are taught through planned themes or topics but are also evident in daily activities, such as reflecting on what the children have done previously that day/week; or discussing what they and their family may have been doing over the weekend or school holidays.

As part of the long term planning, core books for History have been identified for each year group and built into the planning. We also place high importance on the teaching of key people from the past and have a range of books and resources linked to these famous people that shaped the world.

There are sufficient resources for all History teaching units in the school. These resources are boxed and have been broadly grouped according to each unit of work. They are kept in a central cupboard. There is a further store of resources kept in the loft space. Resources are changed according to the topics being covered. There are also many topic books within the school library. Pupils are encouraged to use the internet and IT to find further information about, for example, characters from the past.

Impact / Assessment and monitoring

History knowledge and skills are monitored during and at the end of each topic unit taught. Children are assessed on how they progress from the starting point using a pre-assessment for each topic taught. This progress is then recorded and tracked on Insight. Feedback on learning is often verbal during the lesson.

The history subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in history. Monitoring takes place over the school year and includes monitoring of standards at key data points, scrutiny of planning and work and taking account of pupil voice. There is also a linked subject governor. The history subject leader is also responsible for supporting colleagues, for being informed about current developments in the subject.