

# Elmwood Infant and Nursery School

## History Policy

Updated Spring 2020

Review date Spring 2023



Article 28 'Every child has the right to an education.'  
Article 29 'Education must develop every child's personality, talents  
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## History Policy

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### Aims and objectives

Through the History curriculum at Elmwood Infant School, we strive to inspire a curiosity within our children. We aim to develop an understand of British history and that of the wider world. We want children to be inspired to learn about how the past has shaped the world today.

The children are given the opportunity to examine, interpret and evaluate a variety of sources in order to develop their understanding about the past. We investigate how and why the world has changed as well as what we can learn from the past to make the future a better place. Visitors and school visits are used within the History curriculum to develop a deeper understand of the time periods studies and to inspire the children so that they have a lifelong love of History.

The aims of History in our school are:

- To make history interesting, relevant and engaging for pupils
- To ensure the progressive development of historical concepts, knowledge and skills
- To relate history to their own lives using national and local events
- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials

- To develop in children, the skills of enquiry, investigation, analysis, evaluation and presentation
- To give children the confidence to be involved in historical enquiry and ask and answer historically valid questions

### 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 recognise and value the importance of cross curricular learning, drama and story telling 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. 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 providing different levels of challenge and allowing children to select the level of challenge they feel confident working at.

We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to places of interest
- They have access to secondary sources such as books and photographs.
- They listen to and interact with stories from the past
- They interact with drama workshops (Great Fire of London)
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research

### The Foundation Stage in History

As the Reception and Nursery classes are part of the Foundation Stage we relate the History side of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five.

Children are encouraged to talk about past and present events in their own lives and in those of their families or others they know. They are encouraged to appreciate contributions made by others and consider why things happen.

Through the exploration of stories, old and new artefacts, events and their own environment they are able to look closely at similarities, differences and change.

### Key Stage 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present. Children explore changes within their living memory and learn about significant events beyond living memory.

### **Planning and Delivering History through the National Curriculum.**

The aim is that History should be taught through a 'creative curriculum' approach where links are made with other subject areas, such as literacy and ICT. Progression and continuity are planned for on the curriculum map. When planning a unit of work, key questions, differentiated challenges, resources and cross curricular links considered carefully. Stories and the sharing of children's own experiences that increase their knowledge of the past and its effects are delivered on a continuing basis.

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

At Elmwood history is made accessible for all children, regardless of ability, through careful planning. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

### **Assessment for learning**

Children demonstrate their ability in History in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. Children complete pupil voice sheets at the start and end of a topic to show how their understanding of a subject has developed. Teachers collect evidence of children's progress in History but completing class progression sheets.

### **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.