

Elmwood Infant and Nursery School

History Policy

Updated March 2017

Review date March 2020



Article 28 'Every child has the right to an education.'

Article 29 'Education must develop every child's personality, talents and abilities to the full'



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Aims and objectives

The aim of history teaching here at Elmwood Infant School is to stimulate the children’s interest and understanding about the life of people who lived in the past. We help pupils gain knowledge and understanding of Britain’s past and that of the wider world. 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. 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 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.

The objectives of teaching History 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 enable children to know about significant events in British history, and to appreciate how things have changed over time;
- To develop a sense of chronology;
- To know and understand how the British system of democratic government has developed and in doing so to contribute to a child’s citizenship education;
- To understand how Britain is part of a wider European culture, and to study some aspects of European history;
- To have some knowledge and understanding of historical development in the wider world;
- To help children understand society and their place in it so that they develop a sense of their cultural heritage;
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation and local area

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 encourage visitors to come into the school and talk about their experiences of events in the past. 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 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;
- grouping children in mixed ability groups to allow pupils to support each other in the learning process;
- using classroom assistants to support children individually or in groups.

We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and 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 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

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 a work, key questions, differentiated activities, resources, assessment opportunities and cross curricular links should be clearly identified. 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 we teach history to all children, whatever their ability. 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.

Resources

There are sufficient resources for all History teaching units in the school. We keep these resources in the history cupboard or Year Group areas where there is a box of equipment for each unit of work. Resources also include software for some topics. The library also contains a supply of topic books to support children's individual research.

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. 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.

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.

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