



History Policy



History Vision

"History can mean two things - the past and the study of the past. Learning about the past and the methods used to study it helps pupils make sense of the world in which they live."

History teaches children to be curious about the past and how it has impacted modern day life. Children will learn about family history and about the development of Britain and the wider world. They will be encouraged to ask questions, think critically, develop perspective and compare across diverse societies and time periods. It also allows them to think about the changes and challenges in their own lifetimes.

The teaching of history allows for cross-curricular links as it enriches Maths (chronological order), ICT (enquiry), English (organisation and communication), PSHE (empathy with other people's lives).

Through the teaching of history children begin to understand the complexities of people's lives, the process of change and can help them develop their own sense of identity.

Intent - The Early Years

History appears through The Early Years Foundation Stage Framework 'Knowledge and Understanding of the World'. Through this it aims to ensure that all pupils in the foundation stage are taught to:

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Intent – National Curriculum – Years 1 and 2

We teach history through an experience led, topic based approach. The National Curriculum for History aims to ensure that all pupils in KS1 are taught about:

- Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

Implementation

At St. Mildred's Primary Infant School we plan termly or bi-termly topics to engage our pupils and through this we create cross-curricular links which enable children to:

- Foster curiosity about the past and encourage children to ask questions about topics they are interested in
- Inspire children to find out more about people and events from the past through role-play and hot seating
- Equip children with the skills they need to think critically, weigh evidence and develop their own perspectives and judgements
- Allow for comparison about aspects of life across different societies and time periods; develop empathy for other people's lives
- Begin to teach children about chronology and long term time scales; reflect on how change has occurred over time
- Provide hands-on opportunities to explore the history of their locality and community as much as possible; provide wider experiences and provision during DREAM time
- Know and understand significant times, events and people from the past and consider the impact they have had on modern day life
- Encourage children to think about changes within their own lifetimes and how it has impacted them
- Identify ways in which they can find out about the past and begin to use a variety of sources and artefacts to investigate and inquire about historical events and/or people
- Teach through carefully selected topics that are designed to develop our children's interests with an engaging and motivating approach
- Follow a progression of subject-based skills that allows for learning to be built upon in each year group.

Impact

At the end of KS1, our pupils should feel they understand what it means to be a historian. This may be demonstrated by:

- Understanding the importance of learning about the past and how it links to directly to the lives we lead today
- Recognising that pupils can be masters of their own learning and know how to find out about people and events from the past themselves to satisfy their curiosity
- Thinking critically about historical content and developing personal perspectives
- Developing an understanding for their own personal and local history.

Equal opportunities and inclusion

All pupils irrespective of ethnicity, religion, gender or ability are given equal access to the history curriculum where possible. Gifted and talented pupils will be supported through the subject developing analysis, thinking skills and evaluation techniques. Teachers will aim to be sensitive to problems linked to ethnicity and religion.

Supporting SEND in History

At St Mildred's we believe that all pupils are entitled to a broad, balanced and relevant curriculum and teachers match the learning to the needs and abilities of all of the pupils. We use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning. In every history lesson there are a range of strategies used to ensure inclusion of all pupils. These include:

- Practical activities/ elements to each lesson
- Pre teaching of specific skills prior to the lesson
- Quality first teaching to ensure the way lessons are planned and delivered meet the children's needs
- Viewing of artefacts and discussion on 1:1
- Sharing objectives and success criteria visually as well as verbally
- Visual Aids
- Small group support
- 1:1 support
- Adaptation of materials for specific needs

Assessment

Teachers use their formative assessments to reflect on the effectiveness of their planning and teaching in History, and to monitor children's progress. The impact of assessment is to help raise children's achievement in this subject.

In the EYFS, assessment takes place through observations, photographs and video recordings on an online journal 'Tapestry'. Attainment is measured against the Early Learning Goals at the end of the year.

Assessment in Key Stage One is recorded in topic books, in line with our marking and feedback policy. Children's achievement in History will be reported in their end of year report.

Health and Safety

Children will access original artefacts when learning about the past. They must be taught to handle these with care and must know to respect their value.

For any history related school visit off site a Risk Assessment would be carried out prior to the trip. Children are always closely supervised when taking part in fieldwork and are taught to take responsibility for their own safety.

How to help your child at home

We value parental involvement. Please talk about history with your child in a positive way.

You could:

- Sequence and order days of the week, months of the year and seasons
- Use historical vocabulary such as, yesterday, last week, before, long ago, in the past
- Visit a local museum
- Find out about the past by asking questions to older family members
- Use your local area and compare new and old objects
- Here are some useful websites to look at with your child:

<https://www.primaryresources.co.uk/history/history.htm>

<https://www.bbc.co.uk/bitesize/subjects/zcw76sg>

<https://www.visitthanet.co.uk/see-and-do/history-and-heritage/>