

## History Policy

### 1 Aims and objectives

- 1.1 The aim of history teaching here at Corfield C of E 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, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus 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 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.
- 1.2 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 enable children to know about significant events in history and to appreciate how things have changed over time;
  - to develop a sense of chronology;
  - 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.

### 2 Teaching and learning style

- 2.1 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 recognize 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.
- 2.2 We recognise the fact that in all classes there are children of widely-different 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;
  - grouping children by ability in the room and setting different tasks for each ability group;
  - using classroom assistants to support children individually or in groups.

### 3 History curriculum planning

- 3.1 We teach History through topics chosen by the class teachers that cover the objectives set out by the National Curriculum. The topics cover the skills each year group need to cover to ensure the skills are progressive through out the year groups. Our History plans ensure that there are opportunities for children of all abilities to develop their skills and knowledge so that the children are increasingly challenged as they move up through the school.

- 3.2 We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term in each year group. The children study history topics in conjunction with other subjects. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.
- 3.3 As the basis for our medium-term plans, class teachers plan lessons for each term. We alternate History and Geography topics each term.
- 3.4 The class teacher writes the short term plans for each history lesson. The class teacher keeps these individual plans, in the planning file.

#### **4 Foundation Stage**

- 4.1 We teach history in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, 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. 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.

#### **5 The contribution of history to other subjects**

##### **5.1 Literacy**

History contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the Literacy Hour 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.

##### **5.2 Mathematics**

History teaching 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.

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

We use ICT in history teaching where appropriate to enhance their skills in presenting written work, and they research information using the Internet.

##### **5.4 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. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

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

When teaching history, we contribute to the children's spiritual development where possible, by making links to historical days celebrated in this country, for example Remembrance Day. We also make historical links to special days celebrated around the world – Christmas, Easter, Sukkot and Diwali. We also

provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian Britain.

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

- 6.1** 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.

## **7 Assessment and recording**

- 7.1** 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. At the end of a topic, the teacher makes a summary judgement about pupils achievement against expected outcomes.

## **8 Resources**

- 8.1** Resources for history are kept in the Staffroom. There are big books available to help teach History for the classes. Our School library contains a supply of topic books to support history work. Class teachers can make use of resources from Erawash Loan Services and Heanor Historical Society can also supply information/resources to teachers to help deliver History lessons.

## **9 Monitoring and review**

- 9.1** The History coordinator leads the implementation, review and evaluation of the history curriculum under the guidance of the head teacher.