

History Policy

Acre Rigg Infant School

Last reviewed in	September 2024
Next review due	September 2025



Every child Every day Every way Experiencing success

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Updated: September 2024

Review Due: September 2025

Introduction

History helps children to understand the process of change and the differences between societies and through this they develop a sense of identity based on their historical heritage. A high-quality history education should develop children's knowledge and understanding of Britain's past and that of the wider world, as well as developing the skills of enquiry and problem solving.

Aims

At Acre Rigg Infant School we aim 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.
- Enable children to know about significant events in British history.
- Develop children's understanding of the passing of time and how to place events and objects in chronological order.
- Promote the use of words and phrases relating to the passing of time e.g. before, after, a long time ago and past.
- Enable children to recognise why people did things, why events happened and what happened as a result.
- Encourage children to identify similarities and differences between ways of life at different times.
- Teach children about the different ways in which the past can be represented.
- Give children the confidence to find out about the past from a range of sources of information e.g. eye witness accounts, pictures, photographs, artefacts, historic buildings, visits to museums and galleries and the use of ICT based resources.
- Encourage children to ask and answer questions.

History Planning

Early Years Foundation Stage

In reception, planning for History is linked to the Early Learning goals with a particular focus on Understanding the world. Children's interests and current topics provide opportunities for staff to plan activities which allow children to explore the world around them. Development Matters statements are used to ensure progress towards the Early Learning Goals is evident.

Please see our progression map for further information.

Key Stage 1

Planning in Key Stage 1 is based on the History National Curriculum Programmes of Study. Long-term plans map the History topics studied in each half term for Key Stage One. Half termly topics have been formulated to ensure that statutory content is covered. The subject leader has compiled a scheme of work which details suggested activities for teachers to deliver to cover the knowledge and skills taught in Key Stage 1. Class teachers use the scheme of work to plan individual lessons, enhancing suggested activities when necessary to ensure children of all abilities and backgrounds develop their historical skills and knowledge. Please see our progression map for further information.

Lessons

Early Years Foundation Stage

Understanding the World, which incorporates History is taught through topics in the Early Years Foundation Stage. Children's interests are followed and enhancements, as well as adult led activities, are carefully planned to develop children's historical understanding.

Key Stage One

Discrete History lessons in Key Stage 1 take place during afternoon sessions however the teaching of History is often delivered through cross-curricular links, particularly with English. When teaching History, whole class activities are considered to be more appropriate when introducing topics or teaching children historical knowledge. Wherever possible however, it is recommended that historical enquiry should be carried out in small groups to maximise opportunities for all children to participate.

As part of continuous provision in classrooms, children will have access to books and artefacts relevant to their historical topic as well as iPads/computers to allow children to conduct further independent research.

Educational visits are encouraged to provide children with learning experiences beyond the school setting. Staff also have access to Durham Learning Resources where they can hire curriculum support activities linked to their historical topic as well as providing children with the opportunity to handle historical artefacts to support children's learning. Outreach visitors are arranged to share their experiences/knowledge with the children. Each scheme of work details educational visits and/or outreach visitors to enhance each historical topic as well as listing appropriate artefacts to hire from Durham Learning Resources.

Displays

A timeline will remain on display near the main entrance to show the chronology of the different periods of history that will be studied throughout the Early Years Foundation Stage and Key Stage One. Teachers should visit this timeline when introducing children to new topics so that children know where the people and events they are learning about fit within a chronological framework.

Cross-curricular links

English

Children will have the opportunity to discuss what they have learnt, ask and answer questions about the past, describe artefacts and recount historical stories. They will be encouraged to participate in drama/role play activities based on past events and people. When writing, children should use a range of forms e.g. recounts, diary entries, letters and stories to communicate their knowledge. Children will explore and use a selection of non-fiction reading materials and some of the texts that the children study in English sessions are of a historical nature. They will also be encouraged to use their reading skills when finding information in a range of sources e.g. books and internet sites.

Mathematics

Children learn to use numbers when developing a sense of chronology through activities such as creating time-lines and through sequencing events in their own lives.

Computing

Children will have the opportunity to explore how technology has changed over time. They will also use a variety of ICT based sources such as e-books and the Internet in order to obtain information about past events and people. ICT will provide a medium for communicating their historical knowledge to others.

PSHE and Citizenship

Children will learn about the lives of other people, past and present and what was important to them. They will consider the changes over time and the differences between the lives of a variety of people. Throughout this they will learn to appreciate the importance and value of diversity.

Rights Respecting

Children will learn about their heritage and historical events which are significant to their locality (Article 30). They will develop a variety of skills including asking and answering questions, exploring sources, sequencing and comparison (Article 13 and Article 29).

Assessment

Early Years Foundation Stage

Teacher assessment is based very much on observation, questioning, discussion and planned opportunities. Evidence is recorded in learning journals and/or workbooks and is used to inform judgements towards the Foundation Stage Profile. Assessments are completed on the tracking sheets on a termly basis.

Key Stage 1

Teacher assessment is based on observation, questioning, discussion and written outcomes. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's knowledge and understanding throughout a topic is on-going to ensure that progress is being made. At the end of each topic unit, teachers will complete assessment frameworks created by the subject leader. Teachers will decide whether each child is working towards expectations, working at expectations or exceeding expectations.

Roles and Responsibilities

History Co-ordinator:

- Support class teachers to improve the quality and progression of teaching and learning in History.
- Keep abreast of new developments in the teaching and learning of History through appropriate in-service training, attending County and Peterlee Partnership network meetings and self-study.
- Monitor the teaching and learning of History across the school in conjunction with the Head Teacher.
- Review samples of children's work to ensure coverage and progression in historical knowledge, skills and understanding.
- Advise and update staff of any changes in curriculum requirements or recent innovations.
- Audit, purchase and organise resources to support curriculum delivery.
- Liaise with the Governor for History.
- Keep a subject leaders file which is informative and relevant.

History Governor:

- Liaise with the History subject leader.
- Attend any planned History events in school and report back to the Governing Body.
- Monitor standards and progress across the whole school in History and report back to the Governing Body.
- Attend any Local Authority training for Governors on History.

Headteacher:

- Lead, manage and monitor teaching and learning in History across the school.