

COTTESBROOKE INFANT SCHOOL

HISTORY POLICY

Revised June 2017

Why Teach History?

History fires pupils' curiosity about the past in Britain and the wider world. Children create their own definitions of the past through discovery of difference and change, whilst also considering how the past influences the present, what past societies were like, how these societies organised their politics and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

In History, children ask questions, think of their own ways to collect evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence and argue from their point of view – skills that are prized in adult life and nurture independence.

AIMS

The History taught at Cottesbrooke Infant & Nursery School enables children to be actively involved in the study of the past using a range of sources of information asking various questions such as, "How do we know?" and making progress.

We aim to increase pupil knowledge and understanding of events, people and changes in the past so they are confident in their ability to communicate their knowledge in a variety of ways, eg talking, writing and using ICT.

We are continually aiming to raise the standard of achievement of the pupils in Cottesbrooke Infant School.

THE NATIONAL CURRICULUM

The National Curriculum order for History describes what must be taught in each Key Stage. In KS1 History is developed through knowledge, skills and understanding. This includes chronological, understanding, knowledge and understanding of events, people and changes in the past, historical interpretation and historical enquiry.

It is through the breadth of study that these concepts are addressed as a whole school. This teaches pupils about:

- everyday life of people in the past, including changes in their own lives and those of their family or adults and children around them
- aspects of the way of life of people living in the local area and/or elsewhere in Britain in the past beyond living memory

- lives of famous men and women drawn from the history of Britain and the wider world
- past events from the history of Britain and the wider world
- knowledge of significant historical events, locally and nationally.

In the Foundation Stage, the curriculum is guided by the Early Learning Goals and is found in the area of Knowledge and Understanding of the World. Pupils are encouraged to talk about everyday life and are given opportunities to sequence events and objects to develop a sense of chronology.

Planning

A medium term plan is developed to identify content to be taught.

Medium Term Planning

This is carried out half termly within each year group. In the Foundation Stage there will be a historical element to the planning for Knowledge and Understanding of the World. In Key Stage 1 there may not be a historical unit of learning every half term but over the year all necessary areas will be covered.

This is carried out in year groups with the involvement of all teaching staff and where appropriate, support staff. Plans are produced detailing work to be covered in terms of learning goals and activities. At the end of each unit, teachers inform the Humanities coordinator of the successful completion of the planned work or any changes deemed necessary when revisiting the topic. Teachers are directed to the next Historical curriculum statement to plan and cover with children at this point.

CROSS CURRICULAR LINKS

Whilst it is important to regard History as a subject itself, it is equally important to view History as a subject that influences and is influenced by other curriculum areas:

LINKS WITH ICT

ICT is used to develop historical knowledge, skills and understanding. Whenever possible, appropriate activities with CD ROMs and the Internet are planned to support teaching and to provide the basis for investigational work. Pupils are taught to use information from a CD ROM and the Internet to find out about the life of a significant person or way of life in the past.

PERSONAL, SOCIAL AND HEALTH EDUCATION, EDUCATION & CITIZENSHIP LINKS WITH HISTORY

The themes of PHSE and Citizenship find opportunities for development through the study of History:

- Working with a partner, small groups as part of a whole class identifying similarities and differences between cultures and within cultures over time, taking part in simple debates and role plays helps social development by allowing pupils the opportunity to share thoughts, resources and artefacts.
- Realising that they belong to various groups and communities, such as family and school

- Discussing what improves and harms their local natural and built environments and some of the ways people look after them

LINKS WITH NUMERACY

- Observe, handle and describe objects
- Order by direct comparison
- Place familiar events and objects in chronological order
- Compare the duration of events using a standard unit of time

LINKS WITH LITERACY

- Listen, understand and respond to others
- Remember specific points of interest
- Make relevant comments
- Ask questions to clarify understanding
- Use the organisational features of non-fiction texts
- Understand that texts about some topics may contain different information or similar information in different ways
- Speak clearly, fluently and confidently to different people
- Convey knowledge, skills and understanding in writing
- Use language and actions to explore and convey situations, characters and emotions

LINK WITH SCIENCE

- Find out about similarities and differences between themselves and others and to treat others with sensitivity
- Group living things according to similarities and differences
- Identify similarities and differences between local environments and way in which they affect animals and plants living there
- Caring for the environment

LINKS WITH OTHER FOUNDATION SUBJECTS

- Geography - Recognise how places have become the way they are and how they are changing
- RE - making sense of our world, living together and following guidance, eg considering how lives are shaped by traditions.
- ART - Learning about artists from a variety of cultures, past and present, through looking, reading, discussion, and making connections with their own work
- MUSIC - Music from different times and cultures
- PE - Various performances and assemblies

TEACHING METHODS AND APPROACHES

At Cottesbrooke Infant School we aim to provide a variety and a balance of learning experiences that our pupils will encounter during the study of History.

These experiences include:

- Individual, paired, group and whole class experiences
- Practical, investigative, oral and written activities
- Using written, oral and visual primary and secondary sources and reconstruction.

Written

Local records
Personal records
Newspapers
Literature

Visual

Objects
Photographs
Films
Paintings
Buildings
Posters

Oral

Adults
Visitors
Taped accounts

Historical Reconstruction

- Music, dance, drama and role play from the past
- Museum displays giving interpretations of the past
- Year Group/Class visits to places of historical importance

ORGANISATION

Specifically focused History teaching in KS1 is arranged in half termly blocks. This is delivered during 'topic work' which usually takes place in the afternoons.

In Year 1, children compare toys in the past to those in the present day, and study the lives of Florence Nightingale and Mary Seacole to better understand the impact of significant figures from the past and the impact that they have had on the present day. Children also visit the beach as part of their summer trip and study beaches in the past to see how they differ to beaches today.

In Year 2, children study the life of Christopher Columbus, and the Great Fire of London. Through this, children have the opportunity to study real life events of the past and how these have impacted on life nationally.

In the Early Years there is a more fluid approach with historical elements in some of the learning activities in each term.

Activities are designed to help develop awareness of the past through stories from different periods and cultures, including stories about historical eyewitness accounts of historical events and fictional stories set in the past.

Progressing through the activities there are opportunities to investigate changes in their own lives and their own families and the way of life of people in a period of the past beyond living memory.

DISPLAY

At different times the display areas in the hall, entrance, year group areas and classrooms may have a historical focus and as such provide a learning tool and a means of valuing and presenting children's work.

ASSESSMENT AND RECORD KEEPING

Assessment of children's progress is made informally over a period of time. They may include observing pupils' work, involving children in assessing their own work, questioning, talking and listening to pupils and considering the materials produced by the children.

Short term informal assessments by the teacher are continually taking place and may inform the delivery and structure of the next stage of learning. Each class uses an assessment tool based on attainment targets to show progression throughout the year. This is used to inform teaching and learning in KS1.

REPORTING

All parents receive an annual report of children's progress in the third term and have an opportunity to discuss this with the teacher. In the other terms there is an opportunity to look at children's work and/or talk to the class teacher. Parents can also make an appointment at any stage in the year to discuss their child's work and/or progress.

RESOURCES

Resources for the delivery of the History curriculum are stored centrally. Everyday basic equipment is kept in classrooms. Additional equipment and topic-specific are stored centrally.

Cottesbrooke Infant School uses a variety of materials to facilitate the teaching of History. These include:

- Fiction/non fiction books
- Videos
- Picture cards
- Photographs
- Objects/old toys
- Paintings
- Artefacts – irons, kitchen utensils, coins, records
- Library books

These materials are constantly updated as new and relevant items become available. The History co-ordinator orders new resources after consultation with the staff.

EQUAL OPPORTUNITIES

As a staff we endeavour to maintain an awareness of, and provide for, equal opportunities for all pupils in History. We aim to take into account cultural background, gender and special needs, both in our teaching attitudes and in the materials we use with our pupils.

FUNDAMENTAL BRITISH VALUES AND UNIVERSAL VIRTUES

Cottesbrooke Infant & Nursery School promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We also promote the universal virtues of courage, compassion, self-discipline, justice and humility. Where relevant, these values and virtues should form part of the teaching of History.

Actively promoting these values and virtues means challenging opinions or behaviours in school that are contrary to fundamental British values.

It is not necessary for staff to 'promote' teachings, beliefs or opinions that conflict with their own, but it is unacceptable for staff to promote discrimination against people or groups on the basis of their belief, opinion or background.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Wherever possible we aim to fully include pupils with SEN in all school activities. Where necessary individual children's specific needs will be discussed with the Inclusions Manager and an Individual Education Plan may be drawn up. Some pupils may receive extra help in the form of modified tasks or equipment and/or support staff such as integration assistants and Pupil Support services.

Pupils who are particularly gifted or talented in any area of History will have some extension and enrichment activities planned for them.

HOMEWORK

There is no specific homework set for History.