

Bellfield Infant School History Policy



Definition of History

At Bellfield Infant School we aim to provide a key understanding about events that have taken place in the past, whether it is 100 years ago or last week. History is about the relationship between the past and the present. Skills developed through historical enquiry have a wide application to everyday life and historical awareness promotes responsible citizenship.

A curriculum map has been devised in order to provide a framework for the History taught within our school. The National Curriculum (2014) provides further guidance by outlining the subject content that should be taught within each Key Stage. The History taught in Nursery and Reception is governed by the Early Years Foundation Stage document. The whole school plan aims to ensure that learning is progressive and that historical skills are central to learning. It is important that links are made between aspects of History being studied, so that the pupil's knowledge is not episodic and they have a good chronological understanding. This will also ensure children can compare and contrast events and note trends over time.

Aims

History at Bellfield Infant school aims to provide pupils with a thorough understanding of the past of both Britain and the wider world. We aim to ensure that children are able to think critically when examining evidence and can develop their own opinions, which they can then back up with their historical knowledge.

In Early Years Foundation Stage:

- To develop a sense of time through events in stories and in children's own lives and their family relationships using appropriate vocabulary.
- To develop an awareness of time and change; Learning about seasons and life cycles through photographs and artefacts.

In Key Stage 1:

- To develop an awareness of history and a sense of chronology, through the study of the lives of people and events in the more distant past.
- To know where the people and events they study fit within a chronological framework.
- To understand the methods of historical enquiry through using a variety of sources to compare lives, past and present, and question events in the past.

Teaching and Learning

A variety of enriching teaching approaches are encouraged:

- Teacher presentations, role-play and story telling.
- Question and answer sessions, discussions and debates.
- Individual and group research, and presentations.
- Investigating artefacts, maps, photographs, paintings and other documents as sources of evidence.
- Critical analysis and evaluation of sources and evidence.

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- Computing, including interactive white board and internet resources, CD ROMs, TV and other visual and audio resources.
- Well-stocked Topic and Artefact Boxes for each area of the History curriculum.
- Fieldwork, visitors and visits to museums and sites of historic interest.
- Special Events: History Days or Weeks such as Black History Month, Greek/Roman Feasts, Battle Re-enactments, Olympic Games, Shakespeare workshops, the Anglo-Saxon village and an 'Archaeological Dig'.

Emphasis is placed on the development of enquiry skills and empathy, as well as on factual knowledge. A creative approach to the History curriculum by both teachers and children is encouraged. Links are recommended between History, Literacy, Citizenship, Science, Technology and other curriculum areas wherever possible. This makes it more likely that a rich humanities curriculum can be delivered, as well as providing a more creative, enjoyable approach to teaching and learning.

Equal Opportunities

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of History. British History, where possible, is set within the context of Europe and the World. When selecting source material a range of perspectives and viewpoints are represented, including those of men and women of different racial, national or religious groups. Care is taken that societies are not just represented from the British perspective but also from their own. The importance of the pupil's own cultural background is recognised as a resource which may give an alternative view of events from the past as well as the present.

Health and safety

Fieldwork and site visits are an important part of Historical work and school health and safety guidelines will be adhered to at all times.

Assessment

During the planning stage clear learning objectives are set and opportunities for assessment are identified. On each planning sheet, details about what children who are working at the expected level for their age range will achieve. Assessments are recorded in line with school policy. Monitoring of History teaching is carried out through lesson observations and book looks. These will both focus on coverage of the curriculum and the use of historical enquiry skills. This will enable the History coordinator to gain an insight into History teaching across the school and will help to identify areas of strength, which can then be shared.

Roles and responsibilities

It is the role of the History co-ordinator, under the guidance of the Head teacher:

- To organise History within the curriculum, and to ensure progression and development.
- To assist with and monitor planning and quality of delivery of the curriculum.
- To keep abreast of developments within History and carry out INSET when required.
- To monitor and update resources and draw up a budget.