

History Policy

Rationale

Children love history. It excites their imagination and curiosity. In history they develop an understanding of the present through the past. They begin to develop an understanding of the passing of time and with help, place significant events and people into a 'time framework'.

In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue their point of view - skills prized in adult life'.

Purposes

- To develop awareness of the past and of ways in which it was different and similar to the present.
- To gain an understanding of change in their own lives and those of their family around them.
- To help children to develop knowledge of the past in a chronological framework.
- To develop general skills of enquiry and observations.
- To find out about significant men, woman and children and events from the recent and distant past.
- To use a variety of sources of information to help the children ask and answer questions.
- To find out about significant historical events, people and places in their own locality.

Guidelines

1. History will be taught for a minimum number of hours per week:

- **Key Stage 1:**
Year 1: 45 minutes per week
Year 2: 45 minutes per week

The teaching of History should take place within a learning environment, in which all children make as much academic ('maximised value added') progress as possible. It should be taught systematically and methodically each week, adhering to the governing principles, detailed below - within a caring and supportive climate, providing all children with an equitable, standardised, balanced, child-centred, ICT-rich curriculum. However, with time and maturity, and the rise in contextual value added progress that children and teachers will make as a result, progressively more reflective practioners will utilise 'assessment for learning' information to engender an increasingly more diverse, rich and personalised learning culture within this

framework. Accordingly, practitioners may well decide, within this context, to customise their own planning and teaching. Teachers may use assessment for learning information to provide a more reflective and responsive curriculum for their class, engendering personalised learning opportunities to identify and tackle the needs of individuals and groups of children to maximise learning opportunities. Similarly, teachers may decide within their year group to adjust the timings of individual lessons. On occasion, it will be appropriate to have a series of short lessons and, at others, children may require time to develop ideas, and refine and consolidate learning within a more sustained period.

2. In Key Stage 1 teachers will refer to the School's Scheme of Work. In the Foundation Stage, teachers will refer to 'Early Years Framework and Educational Programmes' when mapping the provision for this subject.
3. The Medium Term Plans map out the learning intentions for each unit from the National Curriculum.
4. The History curriculum is carefully planned and particularly well sequenced. Knowledge and skills are introduced, consolidated and then revisited, ensuring learning deepens over time.
5. In Key Stage 1, History is taught by means of a "Whole Class Interactive" approach to learning, employing a lively pace and an episodic style of teaching, with a high emphasis on oracy, class participation and effective pupil/teacher demonstration and modelling. Within Key Stage 1 classrooms, it is quite acceptable to see a more multi-disciplinary approach to the consolidation segment of History lessons – with role play and art all serving a purpose to help consolidate the learning intentions for a particular session.
6. History will be taught *systematically* yet within a caring and supportive climate, where children feel sufficiently secure to take risks.
7. Within the different episodes of the Whole Class Interactive Teaching lesson, teachers will skilfully use differentiated questioning to:
 - i. engage children in effective pupil demonstration and modelling;
 - ii. scaffold children through extended dialogue, to improve oracy skills, enhance self-esteem and to extend their children's learning through giving extended responses;
 - iii. identify assessment for learning information, to gauge understanding and to re-focus teaching, if necessary;
 - iv. offer children focused feedback.
8. Short term plans should state clearly the learning intention in 'child speak' and the learning intention must be shared with the class, so that children know what they are expected to learn. The teacher must be sure of the learning purpose of the lesson. All children need positive feedback to reinforce their knowledge and self-confidence and activities may need to be modified to ensure that all children can participate.

9. Wherever possible, questioning and discussion should be encouraged between pupil and adult, and pupil and pupil.
10. Children are given opportunities to learn about the past from a range of enriching historical sources including:
 - i. *Artefacts*
 - ii. *Pictures and postcards, photographs, video clips, paintings*
 - iii. *Adults talking about their own past*
 - iv. *Reference books, comics and newspapers*
 - v. *Buildings and sites, historical houses, museums and religious buildings*
11. Wherever possible, pupils should be given opportunities for direct, first-hand experiences. As stated above, these should include study within the school locality and its immediate environment. Visits to museums, historical sites, exhibitions or sources of archive materials (including interviewing witnesses) should be incorporated into lessons. Second-hand sources should be used effectively to stimulate learning further. This needs to include the use of specially selected audio-visual material, documents and artefacts.
12. Children's awareness of chronological and passing time will be developed by sequencing activities (putting events and objects into chronological order) and classifying events according to a simple system. e.g.:
 - 'Long ago'
 - 'Nowadays'
 - 'Recent events'
13. Encourage children to ask questions about the past. Children will need help in forming questions.
14. Help children to see the similarities and differences between now and past times by comparing pictures and artefacts.
15. Give children the opportunity to communicate their awareness and understanding of history through oral, activities, role-play, drawings, charts and writing.
16. In addition to the units presented in the medium term plans, it is important to read and tell children stories about important people and events in history to extend their breadth of knowledge. These should take place at appropriate moment during the school week, yet not distract from this scheme of work.
17. Pupils will be made aware that history involves the study of periods where women and other members of society have been in stereotypically subordinate roles. These issues will be handled with sensitivity, and addressed considering equality of opportunity.
18. Teachers will integrate technologies wherever appropriate into all lessons:
 - a. Within the various episodes of the Teaching & Guided Practice Segment:



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- as a tool to aid the teaching of key skills; engage children, engender pupil modelling & demonstration and to enhance oracy.
- b. Within the Child Consolidation Segment:
 - enabling children to undertake an ICT-based alternative activity, directly consolidating the learning intention for that lesson;
- or
 - to provide an activity which consolidates the lesson's learning intention, whilst at the same time embedding skills linked to that week's Computing lesson.

Within this manner, technologies will be employed as a vehicle to engender oracy, independent and collaboration worked and personalised learning, linked to this subject.