

History Policy

Intent

The manner in which our curriculum is organised enables all children, including those with additional needs and EHCPs, to fully participate in learning activities.

Our **ACHIEVE** curriculum ensures:

All children are provided with the very best learning experiences that engage, motivate, challenge and inspire.

Children develop their love for learning in stimulating and safe environments throughout the school.

Happiness of all is paramount.

Individual needs are recognised and met; an inclusive curriculum for all.

Early Years expertise is used to meet the unique needs of the children from the ages of 3-7.

Voices of the children are heard and listened to, ensuring that they are at the heart of everything we do and every decision we make.

Each and every child makes the best possible progress, leading to lifelong academic and personal achievement.

We have developed an active approach to learning and teaching which enables us to respond to the needs of our children as they move from Nursery to Reception and then on to Key stage 1.

We have created our own comprehensive and progressive Programme of Study, which encompasses objectives from the National Curriculum and EYFS Development Matters. Teachers' planning ensures that the level of investigation and enquiry within history is differentiated according to each child's individual ability.

We believe that history makes a valuable and distinctive contribution to children's current and future learning and development. Children of all abilities and backgrounds are aware of their own history, such as events in the past, and they will be confident to talk about these and answer questions. They will show an understanding of why events occurred in the past and the reasons why they occurred. They learn how to find out about the past and identify different ways in which facts are represented. Children learn about a range of significant

people from the past; teachers choose these to suit their inspiring year group themes, placing their life events into a chronological framework.

Most importantly, we will stimulate children's interests, fascinations and curiosity of the past.

Implementation

Our approach to all children as individuals, including those with SEN, alongside our accurate on-going assessment, together with our curriculum, teaching, learning and assessment statement, mean that all children including those with additional needs can access the history curriculum.

Teaching and learning

Teachers stimulate children's curiosity and fascinations about the past in a creative way, using our ACHIEVE curriculum as a foundation. To do this, we use children's questions, interests and previous knowledge as a basis. This is implemented through our WOW moments and medium term plans that are inspired by the children. Children's fascinations and questions are recorded on our mind maps at the beginning of each theme which are continually reviewed throughout learning.

Children are provided with a broad curriculum which includes learning about the lives of significant British individuals and historical events, chronology and interpretation. Historic events are taught through a range of practical and creative strategies, including cross-curricular learning, to ensure progress, such as learning through stories, role-play, drama, ICT, discussion and debate, television, radio, tape, diary entries and eye witness accounts. School trips also enable children to learn about the history of their local areas, for example the history of Antony House.

Within the Early Years Foundation Stage, history is under the umbrella for 'Understanding the World' but it is also accessed within the whole of the EYFS; in particular children need to be succeeding in Communication and Language to be able to speak confidently about history to talk about significant events in their own and others lives.

Teachers use their inspiring themes to teach history and children learn through child-initiated and adult led activities. Children listen to stories that introduce people from the past, such as St Piran and they listen to stories that are written by people in the past such as Roald Dahl. Teachers understand that 'Knowledge and Understanding of the World' is interpreted as 'time' rather than just 'place' and children are encouraged to use correct language such as 'yesterday,' 'today' 'past.' They look at the differences and changes between past and present in their own lives and the lives of family members.

In Key Stage One, teachers ensure that the skills children have acquired in EYFS are built upon and utilised to enable children to gain further skills and new knowledge. The key skills are:

- Knowledge and understanding of events, people and changes in the past
- Historical enquiry
- Chronological understanding

- Historical interpretation
- Organisation and communication

Assessment

Progress is tracked through the school's assessment documents which have specific end points that the children are assessed against, in the form of 'I can' statements.

These 'I can' statements link directly to what has been taught in the Programme of Study. Children will need to demonstrate that they have achieved the statements within their independent work, over time and in a range of contexts. Teachers will need to draw on a range of evidence (learning journeys, floor books, work books) alongside their summative assessments to inform their final teacher assessment.

Educational Visits

Each year group has opportunities throughout the year to partake in an educational visit with a potential focus upon the history curriculum, for example visiting Antony House/ The Lawns. These visits take place in areas in our locality and enable the children to make first hand observations of the world around them and learn about its history.

Subject Leader

The subject leader monitors the progression throughout the school from Nursery to Year 2. They closely monitor the teaching and learning of history, ensuring that all children are continuing to make outstanding progress. (See action plan.) They ensure that their knowledge of history is kept up to date, through the History Association, and therefore support teachers in their teaching of history. They will deliver staff meetings to keep class teachers' knowledge up to date and disseminate any new guidance issued as well as carrying out observations of teaching to ensure a high standard of history education is maintained.

Impact

All children, including those with EHCPs, are well prepared for the next phase of their education. They leave us as confident, independent and resilient learners. Our knowledge of research relating to one to one support ensures that children do not become reliant upon adult support to complete their learning activities.

Children become curious, interested and passionate about the world around them and its history, including their own. This is important because it supports children to be enquiring, to investigate and evaluate historical events and people and form their own judgements.

Children will leave our school with the skills to:

- Demonstrate understanding about changes within living memory.
- Demonstrate understanding about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

- Demonstrate understanding about significant historical events, people and places in their own locality
- Talk about events beyond living memory that are significant nationally or globally, or events commemorated through festivals or anniversaries.

What children have learnt in our school can influence their decisions about their own personal choices, attitudes and values. They will have the skills to help them create their own identity and possess the ability to understand others, creating informed opinions. History shows children models of good and responsible citizenship and it helps children learn from the mistakes of others. It is important to know significant historical people like Henry V, Henry VIII, Elizabeth I, or Florence Nightingale because children can apply their principles and ideas to the wider events of the time, to what happens in the present, and can influence how they act and who they want to be.

Review

This policy will be reviewed as appropriate by staff and governors.

Effective Date

Reviewed June 2021

Next date to be reviewed September 2022