

# **History Policy**

## **Introduction**

This policy has been written as a response to changes in the teaching of History through the New Primary Curriculum 2014.

It is a statement of the aims, principles and the teaching and learning of History at John T. Rice Infant School. At John T. Rice Infant School we aim to develop historical knowledge, the skills needed to find out about the past and an understanding and empathy about people in the past. We also aim to provide hands-on experience wherever possible and to use drama/role-play to aid understanding.

At John T. Rice Infant School we have high expectations of children's work and celebrate children's achievements, fostering self-esteem and confidence.

## **Aims**

The national curriculum for History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## **Objectives**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

## **Teaching & Learning**

### **Our Curriculum**

At John T. Rice we follow the Learning Challenge Curriculum. The ethos that underpins the Learning Challenge approach requires teachers to check on what children already know and then inspire them through an initial key question and subsequent questions to investigate. Each Learning Challenge has a 'wow' to begin each half term and its own reflection at the close. By using these there is a more complete level of challenge for the pupils.

### **Planning**

Our long term planning is based on a two year planning cycle with a different Learning Challenge each half term and a planned in 'wow'.

Key Stage teams meet half termly to complete the medium term planning. To ensure that the Learning Challenges provide adequate coverage and progression through Years 1 & 2, the school will highlight the intended objectives on the National Curriculum document.

Class teachers have responsibility for creating their own weekly planning based on the needs of the children using assessment for learning.

### **Non-negotiables**

Non-negotiables are a clear map of the basic skills to be taught in each year group. These are essential for children to unlock their learning and make progress. Opportunities to teach these skills are interwoven through the History curriculum.

### **Monitoring & Assessment**

Children are informally assessed during lessons, through questioning and performance which will be used formatively to inform planning. Summative assessments are used at the end of each half-term through Classroom Monitor, to show progression throughout Foundation Stage and Key Stage 1.

Work scrutinies will be completed half termly (with either the SLT or teaching staff) to monitor the quality and consistency of work in History. Termly planning scrutinies will take place to monitor coverage and progression of History across the key stage. Due to the cross curricular nature of the Learning Challenge approach, Teaching & Learning observations will be conducted termly and used to monitor a range of subject areas.

### **Speaking & Listening**

Speaking and listening activities should be encouraged within History whenever possible. These should be linked to the learning objectives for Spoken Language taken from the National Curriculum for English.

### **Equal Opportunities**

At John T. Rice Infant School we are aware of the need for equality of access for all children. Our staff believe strongly in creating equal opportunities for all children and work to this aim. We introduce and build upon the children's awareness of equal opportunities including the development of respect and understanding of multi-cultural, gender and S.E.N. issues.

### **E-Safety**

Whilst using a wide range of technologies to teach History, we need to ensure children are safeguarded. E-Safety encompasses Internet technologies and electronic communications such as mobile phones as well as collaboration tools and personal publishing. It highlights the need to educate pupils about the benefits and risks of using technology and provides safeguards and awareness for users to enable them to control their online experience.

E-Safety depends on effective practice at a number of levels:

- Responsible ICT use by all staff and pupils; encouraged by education.
- Sound implementation of e-safety policy in both administration and curriculum, including secure school network design and use.

This policy was agreed by staff and the Governing Body. This policy was reviewed in Autumn 2017 will be reviewed again in Autumn 2018.