

# Kincraig Primary School and Nursery



# History Policy



## **Kin Craig Primary School and Nursery**

### **History Policy**

#### **Aims and objectives**

The aim of history teaching is to engage the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and, through this, they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multi-cultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

Our objectives in the teaching of history are:

- to foster in children an interest in the past, and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history, and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to understand how Britain is part of a wider European culture, and to study some aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation;
- to develop the cross-curricular use of historical knowledge and skills.

#### **Teaching and learning style**

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. Where possible we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children to understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'how do we know?', about information they are given.

We recognise that in all classes, children have a wide range of ability in history, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;

- grouping children by ability in the room, and setting different tasks to each ability group;
- providing resources of different complexity, according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

### **History curriculum planning**

History is a foundation subject in the National Curriculum. We use the National Curriculum programmes of study as the basis for our curriculum planning. Due to our curriculum being topic or theme based, there is a great opportunity for an historical focus. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each relevant theme or topic, and through the progression built into the planning documents we use we make sure that the children are increasingly challenged as they move through the school.

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each year group during each key stage.

We then break down the National Curriculum programmes of study as the basis for our medium-term plans. These give details of the objectives to be covered and particular historical skills to be developed during each suitable topic or theme. These plans are reviewed by the subject co-ordinator.

The class teacher then plans sessions and activities for the topic or theme using the medium-term plans.

### **The Foundation Stage**

We teach history in Nursery and Reception as an integral part of the topic work covered during the year. As they are part of the Foundation Stage, the historical aspects of the children's work are planned using the specific area of 'Understanding the World.' Objectives set out in the Development Matters Document which lead up to achieving the Early Learning Goals (ELGs) help underpin the curriculum planning for our two to five year olds. History makes a significant contribution to the development of each child's knowledge and understanding of the world, through activities such as dressing up in historical costumes, looking at picture of famous people in history, or discovering the meaning of vocabulary ('new' and 'old' , for example) in relation to their own lives.

### **History and inclusion**

At our school, we teach history to all children, whatever their ability and individual needs. This is in accordance with the school's curriculum policy of providing a broad and balanced education to all children. Through our history teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see the relevant separate policies.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum objectives helps to ensure that our teaching is matched to the child's needs.

Intervention through School will lead to the creation of an IEP for children with special educational needs. The IEP may include, as appropriate, specific targets relating to history.

We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Assessment**

Children demonstrate their ability in history in a variety of different ways. Younger children might, for example, act out a famous historical event, whilst older pupils might produce a PowerPoint presentation based on their research and investigation of the everyday life of children in Ancient Egypt. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

We assess work in history by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment, as necessary. Once they complete a relevant theme or topic, we make a summary judgement of the work of each pupil in relation to the National Curriculum levels of attainment. We use these to plan future work with that pupil, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

### **Resources**

The co-ordinator is responsible for auditing the history resources within school. All teachers are responsible for checking their equipment and resources and informing the co-ordinator about any additional resources that will be required for their theme or topic. These can then be ordered for the school once checked and approved by the Head teacher. In the library, we have a supply of geography topic books and in class the children have access to computers to support their individual research.

### **Monitoring and review**

The monitoring and coordination of history is the responsibility of the subject co-ordinator. The co-ordinator will also support colleagues in their teaching, by keeping informed about current developments in History and by providing a strategic lead and direction for this subject.

The co-ordinator will monitor and evaluate the planning and learning of history within school to ensure it is effective and progressive in content and skills.

This policy will be reviewed at least every two years.

Policy last update 01/09/21

The History Policy at KinCraig Primary School will be reviewed and modified on a regular basis at least every two years. It is possible to add amendments to this document prior to a review and these will be incorporated into the next issue. To add comments please complete the information on this sheet adding the date and signing where indicated.

Name of person responsible for this policy: Connor Bracegirdle

Policy Adopted by the Governing Body

Last Updated September 2021

Signed \_\_\_\_\_ Date \_\_\_\_\_

Date	Proposed Amendment	Signed