



Benhall Infant School and Pre-School

History policy



Member of staff responsible: Siobhan Sanan
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Date of next review: Spring 2021

Introduction

History fires pupil's curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present. As they do this, pupils develop a chronological framework for their knowledge of significant people and events. They see the diversity of human experience, and understand more about themselves as individuals and members of society.'

History can mean two things: the past and the study of the past. The past influences all our lives. It shapes the customs and beliefs of the communities to which we belong. Learning about the past and methods used to study it helps children make sense of the world in which we live.

The study of history can contribute to the overall ethos of the school. The community of the school can be enriched by some of the values taught through history such as:

- an appreciation of our common heritage and of the diversity of human experience
- the acceptance of different viewpoints
- understanding the need for evidence when arguing a case
- an ability to empathise with the world around us.

Aims

We aim for children to develop:

- a sense of identity;
- a sense of time;
- an appreciation of the importance of change;
- an understanding of how people lived in the past;
- an awareness of life in the past in other cultures;
- respect for historical artefacts.

Attitudes and skills

Children are encouraged to develop:

- an awareness of the world around them;
- an understanding of attitudes, actions, ideas and beliefs;
- an interest in the past.

We also seek to encourage children to develop the following knowledge, skills and understanding:

- chronological understanding;
- knowledge and understanding of events, people and changes in the past;
- interpretation of secondary and primary sources;
- historical enquiry;
- organisation and communication of history (dramatically, verbally and narratively);

- the ability to conduct simple research.

Planning and organisation

This policy seeks to set out the broad planning principles in practice at Benhall.

Planning in the Foundation stage is based upon the 'Knowledge and understanding of the world' element of the Early Learning Goals, with due reference to the Early Years Foundation Stage document. In Key Stage 1, planning is based upon the National Curriculum.

The subject leader is responsible for monitoring the coverage of Early Learning Goals and National Curriculum objectives, and identifying areas that need to be developed. History is embedded with all other areas of learning within our whole school approach of continuous provision. It can promote learning in the core subjects, through the key skills of reading, writing, speaking and listening, numeracy, investigation and the use of ICT. It can also enrich children's understanding of cross-curricular themes such as PSHCE and global dimension.

The following areas of study will be covered:

- Changes in their own lives and the way of life of their family or others around them;
- The way of life of people in the more distant past who lived in the local area or elsewhere in Britain;
- The lives of significant men, women and children drawn from the history of Britain and the wider world;
- Past events from the history of Britain and the wider world.

There will be opportunities for the children to work in a number of different ways according to the subject matter being covered and the planned learning objectives.

Teaching approach

We feel that history should be exciting, interesting and accessible to the children. We will use an enquiry approach and where possible we will include practical, hands-on activities.

Discussion forms an important part of teaching history today because the children are able to make sense of the past through the use of language. History comes alive as children discuss and question the information they are gathering, rather than consuming mere facts. In any class, children may work as individuals, in groups or as a whole class, as is appropriate to the children and to the activity. Our provision is enriched with the use of high quality artefacts wherever possible and we use the Cheltenham Museum Schools' Service to assist us with this.

Progression

Continuity and progression is ensured within the monitoring of the coverage of Knowledge and Skills objectives across all three year groups and with the monitoring of individual pupil's Standards and Progress throughout the year. We consider the acquisition of historical skills is developmental throughout the school.

Differentiation

Children's individual needs should be addressed sensitively and staff will encourage the children to value each other's attempts and to appreciate each other's skills. A key aspect of differentiation in History will be the questions used to further the children's learning to develop their ideas, opinions and observations.

We plan to cater for different ages and abilities through ways of recording and presenting, revisiting earlier concepts and extension activities. Resources will be selected to provide access and challenge for both the most able and those with learning difficulties. Planning will indicate how teachers use gap analysis to provide differentiation for pupils of different abilities. Teachers will also identify ways of meeting the needs of pupils with SEN in line with the Code of Practice.

Equal opportunities

The teaching of history will include due reference to the contributions and experiences of both men and women and will contribute to the development of multi-cultural knowledge and awareness. Every effort will be made to avoid stereotypical images of people and places. In part, this will be achieved by the use of as wide a variety of resources as possible.

We believe that every learner is entitled to a full range of activities designed to develop their historical abilities irrespective of their gender, age, ethnic background or ability.

Assessment, Recording and Reporting

A child's progress is monitored in accordance with the school assessment policy. Pupil assessment will include:

- Formative assessment by teachers in weekly plans
- Termly updating of ScholarPack formative assessment markbooks for Years 1 and 2
- A termly summative assessment on ScholarPack for EYFS, Year 1 and Year 2
- Annual report to parents

Assessment should seek to raise standards of achievement in history by:

- Providing teachers with information on individuals' strengths and weaknesses
- Informing the teaching and planning of future work

Resources

Our resources are stored in a cupboard in Red Class to allow access for all staff. The co-ordinator manages this equipment.

A wide variety of resources will be used in the teaching of history, including information books, pictorial material, artefacts, visits, videos etc. We also welcome visitors into school to talk about the past and use the Cheltenham Museum Resource Service. The classrooms should be a stimulating working environment, with displays which will promote quality, enjoyment, interest, enquiry and creativity in history. We use ICT to support the teaching of history.

Staff development

Staff development will take these forms:

- Dissemination of points arising from courses;
- Consultation with the subject leader;
- Staff meetings and staff development days, where appropriate;
- Teaching triads - sharing good practice with colleagues.

Health and safety

The current LEA health and safety guidelines are adhered to at all times, both in and out of the classroom. Risk assessment visits by staff will be made before all school trips.

Accessibility and Safeguarding Statement

This policy is written with reference to our Safeguarding Policy, in particular the Child Protection section.

We will strive to ensure that the ethos of the school is such that everyone is equally valued and treated with respect.

Pupils will be provided with opportunities to experience, understand and value diversity.

All pupils should have access to an appropriate education that gives them the opportunity to achieve their personal potential, whatever their abilities and needs might be. Benhall Infant School and Pre-School is committed to providing an outstanding safe learning environment that promotes the welfare and well-being of all children. We ensure that this policy considers those children and young people with additional medical needs such as asthma, diabetes, epilepsy and allergies etc.

Learning Leadership Teams

Our school is made up of small teams called 'learning leaders'. These are groups of 2 or 3 staff members. The learning leaders will provide professional leadership and management for their particular subject(s) and will ensure that it is managed and organised so that it meets the aims and objectives of the school. Personal development of staff and training needs will be discussed and addressed. The learning leaders will aim to meet the training needs of all staff.

The learning leaders will monitor the subject by:-

- 1) Scrutinising planning.
- 2) Scrutinising examples of children's work.
- 3) Monitoring and analysing progress data.
- 4) Observing Teaching and Learning and providing clear, constructive feedback