



## **History Policy**

### **ETHOS STATEMENT**

Standhill Infants' School is a happy, friendly, welcoming school with a truly inclusive family atmosphere. We put the wellbeing and safety of the children at the heart of everything we do. Children, staff and governors work hard to ensure that everyone can be proud of their achievements. The Standhill family are kind and caring citizens, who celebrate diversity and show respect.

### **Aims**

- To help children to develop an awareness of the past
- To give children a sense of their own identity, family and community within our world
- To inspire a curiosity for and understanding of events, places and people in a range of different times and environments
- To learn about major events in the history of our own country and of the world and the impact of these
- To develop an appreciation of human achievements and aspirations
- To explore the feelings of others and help children to empathise
- To build children's enquiry skills through using a range of resources
- To build children's resilience, wellbeing and independence by providing an exciting, broad, relevant and reflective History curriculum

We aim to link these, where possible, to our school core values of showing respect, being kind, working hard and being honest, and to our learning behaviours of resourcefulness, reciprocity, reflectiveness and resilience.

### **Curriculum, Planning and content**

We ensure that pupils cover the Key Skills required for History with objectives taken from the Primary National Curriculum over a 2 year cycle. We continuously review our planning and adapt our topics to make them relevant and engaging for the children, whilst ensuring they are developing key skills transferrable into later stages. Topics in History are planned to enable progression so that the children are increasingly challenged as they move through the school. Our History topics are linked to the overall theme with specific objectives linked to other areas of learning, where appropriate.

### **Early Years**

In Reception, History is taught through Understanding the World Early Learning Goal: Past and Present. Children working at the expected level will be able to: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

### **Key Stage 1**

In Key Stage 1, pupils learn about how the past is different from the present. They begin to develop an awareness of chronology. They find out about significant people and events from the recent and more distant past in their own locality, in Britain and the wider world. They use a range of sources of information to ask and answer questions, develop perspective and opinions

and form judgements.

Planning in each Key Stage is based around a central theme and a big question. There are 3 phases of curriculum planning and these are based on the KS1 NC and the EYFS.

- Long term plans- *one year cycle for FS2 1 and two year cycles for Year 1 and 2*
  - Medium term plans- *details of each unit of work for each half term*
  - Weekly/short-term plans-*includes specific objectives and outcomes for each session*
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- In both Key Stages, children will have the chance to develop skills and knowledge through outdoor learning and continuous provision in the classroom

### **Assessment and recording**

Assessment in History is an integral part of the teaching and learning process. Children are assessed through specific pieces of work throughout a topic. Feedback is given to the children at the earliest opportunity and work is marked following our school's marking policy.

Assessment opportunities include scrutiny of work in books/topic folders, teacher observations, discussions and questioning. Attainment is assessed on a termly basis. Group assessments are carried out by the class teacher and data recorded on EAZMAG.

### **History and Inclusion**

At our school, we teach History to all children, whatever their ability and individual needs. History forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our History teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, with English as an additional language, those with disabilities, gifted and talented pupils and we take all reasonable steps to achieve this. We recognise that there are children of different abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child and providing support where necessary.