



HISTORY POLICY

History is a foundation subject in the National Curriculum. This policy reflects the aims of our school as well as conforming to the National Curriculum 2014.

Entitlement

Through our teaching approaches we aim that every pupil will have the opportunity to access the History curriculum at the appropriate level.

Guiding Principles

History should fire children's curiosity about the past in Britain and the wider world. Pupil's need to consider how the past influences the present and develop a sense of time, starting with their own lives and moving into an understanding of significant events and people in history. Making the connections between the children's experiences and those of children in the past is a vital part of developing this awareness. Using sources of information to help them ask and answer questions, they will learn how the past is different from the present.

Our ICT facilities include using the Internet as a source of information as well as a variety of artefacts, photos, posters, newspapers and reference books.

Teaching Approaches

Our curriculum planning is in three phases; long, medium and short term. In the Foundation Stage, History is planned as an integral part of developing children's understanding of the world. Topics are developed in line with stories and themes as well as aspects which are of particular interest to the children. Connections are made between the children's own personal family history and family events to develop a sense of chronology. The Early Learning Goals and Development Matters form the basis for planning to ensure continuity and skills development throughout the Foundation Stage.

During Key Stage 1, pupils will learn about people's lives and lifestyles, finding out about significant men, women and children. Children will experience a range of in-school visitors and/or visits to St John's Museum in Warwick or Holdenby House in Northampton.

Opportunities to listen and respond to stories using various sources of information to help them ask and answer questions, will help them learn how the past is different from the present, making connections to their own experiences.

Curriculum

The aims of the History curriculum are to ensure pupils:

- Know and understand the history of the UK, and how it shaped the world, as a coherent, chronological narrative, from the earliest times to the present day.
- Know and understand significant aspects of the history of the wider world, such as ancient civilisations; empires and past non-European societies 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 these to analyse.
- Understand the methods of historical enquiry such as using evidence to support arguments.
- Gain a historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

Foundation Stage

A Unique Child: observing what a child is learning (30-50 months/ 40-60+ months)

- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own lives.
- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- Enjoys joining in with family customs and routines.

Key Stage 1

Pupils should be taught about:

- Changes within living memory and changes in national life.
- Events beyond living memory that are nationally or globally significant.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

Differentiation

Differentiation can be outcome orientated or task oriented. A variety of teaching methods are used, including whole class teaching, group and individual, visitor's input, fieldwork, where appropriate the use of ICT and the use of Talk for Learning.

Resources

There are a variety of resources available, which are kept in a shared area. These can be used by all the teachers and are being updated and built up to enhance and

reinforce the curriculum when funds are available. History resources are also sometimes borrowed from St John's Museum.

Equal opportunities

In History all children will be expected to work and achieve to the best of their individual potential regardless of gender, race or disability.

Personal, Social and Health Education

Children learn to empathise with people who have lived in a variety of situations.

Parental Involvement

Parents, grandparents and members of the community across the generations are encouraged to become involved in the History curriculum by providing factual information e.g. sharing experiences of when they were young, helping to supervise trips and to support their child's learning at home with any related homework.

Assessment

For the year 2014 – 2015 History is no longer assessed in levels. We are currently seeking advice in line with other Foundation subjects for our next steps forward.

Monitoring and Evaluation

The monitoring of History will include consultation with staff, pupils and parents. The results of which will then be used to inform future planning, practice and overall subject development. The achievement of the objectives and desired outcomes of this policy will be monitored and evaluated by the Head Teacher, Senior Leadership Team and School Council.

Written May 2015

Next review May 2016