

St. Michael's Nursery and Infants School



History Policy

History is a foundation subject within the National Curriculum which gives the children an understanding of their own personal history and that of other people and events in the past. It is our aim that children in our school are able to develop a sense of identity and a cultural understanding based on their historical heritage.

Our aims for teaching History.

We plan to meet the requirements of the Early Years Foundation Stage and the New National Curriculum 2014 through both discrete and cross curricular lessons.

We aim 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;
- ❖ enable children to know about significant events in British history and the lives of famous people
- ❖ develop a sense of chronology
- ❖ develop some knowledge and understanding of historical development in the wider world;

Planning

Long term and Medium term planning across the school are developed using the Early Years Foundation Stage, and the New National Curriculum 2014 (End of Key Stage Expectations). Unit plans are adapted from the Twinkl website. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression so that the children are increasingly challenged as they move up through the school.

In the Foundation Stage we relate the history side of the children's work to the objectives set out in the Early Years Foundation Stage. Much of the 'History' taught in the Foundation Stage is based on developing an identity of self and is concerned with the children's own personal life history, e.g. changes from a baby and significant events.

Cross curricular links are a feature of our History planning, particularly in Key Stage 1. Clear links are made with Literacy through actively utilising skills of reading, writing, speaking and listening (see later section). Numeracy, ICT and PSE skills are also promoted and developed through well planned topic based activities.

Speaking and Listening

We believe that these are skills which children need to 'make a positive contribution' and 'achieve economic well-being' (Every Child Matters 2004) and are key skills across all curriculum areas. As our children enter school with language skills below the national average,

we put a lot of emphasis on teaching speaking and listening skills through using a variety of speaking and listening focused activities.

Through History children develop oracy through discussing historical questions or presenting their findings to the rest of the class. We plan for and use a variety of Speaking and Listening techniques such as hot-seating, talk partners, group and whole class discussions.

Assessment

Children in the Foundation Stage are regularly assessed through observation, discussion and written work against the Early Years Foundation Stage Developmental Stages.

In Key Stage One children are assessed at the end of each unit of work against the End of Year expectations, which is recorded on individual grids in the children's books. We continually assess the children's work throughout the topic by making informal judgements on lesson objectives and RAG rating these on the assessment grid. This continuous formative assessment is carried out to ensure planning is appropriately differentiated to meet the needs of the class.

Assessments against the End of Key Stage Expectations are used to inform parents and form part of the End of Year School Report.

ICT

Children are presented with a range of sources of historical information such as books, images, sound clips and on screen texts. Interactive whiteboards are located in every classroom and are used to display texts on a large scale and to the whole class. Children are also given opportunities to research and explore history using the internet.

Special Educational Needs and Gifted and Talented

All children are entitled to a broad and balance curriculum. Therefore, every child within the school is provided with differentiated planning to suit their needs. A variety of teaching styles is used within this subject to ensure that all learning styles are addressed. Children who demonstrate 'gifted and talented' skills in history are provided with challenging activities and placed upon the school's gifted and talented register.

Equal Opportunities and Inclusion

All children irrespective of gender, ability, ethnic and social circumstances have access to the curriculum.

Monitoring and Evaluation

It is the responsibility of the subject leader and Head Teacher to evaluate the working of this policy throughout the school.