



History Policy

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This policy should be read in conjunction with the following policies and documents:

Marking Policy
History Progression of Skills
Whole School curriculum overview
Display Policy
SEN Policy

Intent

Statement of Intent

History can mean two things – the past and the study of the past. The past includes all aspects of our lives that have gone before. History shapes the customs and beliefs of the communities to which we belong. Learning about the past and the methods used to study it helps pupils to make sense of the world in which they live.

History is about real people and real events interacting upon each in the past. It is important that we can find out what has happened in the past through the use of actual evidence which comes from many sources and is presented in many ways.

Pedagogy is key to Joydens Wood Infant school and we make sure learning is meaningful and enables all pupils to invest in their own success. Through history, pupils at Joydens Wood Infant school will develop the concepts of continuity and change which are frequently part of our everyday experience. Pupils will also gain knowledge and understanding about some of today's situations when looking at them within an historical context. We try to promote our school values of 'ready, resilience, respectful and responsible' through all lessons and where possible we aim to link cross curricular learning in history to other subjects including reading, writing and art & design. We want to celebrate the pupil's work and will show this through topic based displays in classrooms and hallways around the school.

Aims of National Curriculum

At Joydens Wood Infant school we use the National Curriculum to provide children with the opportunities to:

- ✓ To develop an interest in the past and an appreciation of human achievements and inspirations.
- ✓ To learn about some of the major issues and events in their own country and the world and how these events may have influenced each other.
- ✓ To develop an understanding of the concepts of time and chronology.
- ✓ To understand how the past was different to the present and the people of other times and places may have had different values and attitudes from our own.
- ✓ To understand that events have usually a multiplicity of causes and that historical explanation is provisional, always retractable and sometimes controversial.
- ✓ To stimulate the imagination.
- ✓ To communicate clearly employing a wide range of media.

Teachers are encouraged to use these National Curriculum strands (Foundation Stage has been adapted from Development Matters) when planning but also put their own stamp on teaching history, ensuring the lessons are appropriate for their class and include play based elements to match our school's ethos. This is backed up by the Whole School Overview and the History Progression of Skills which promotes these key areas.

Implementation: Teaching and Learning

Curriculum Planning

The History leader contributes towards the Whole School Overview which is a curriculum overview that was informed by the Progression of Skills. The new progression of skills was developed by researching and reading different documents to collate a Progression of Skills which matched the school's ethos.

The Whole School Overview is designed collaboratively by all subject leaders, therefore promoting a cross curricular approach at Joydens Wood Infant school. This supports the subject of History as all staff are clear on expectations, from delivery to planning, and understanding how to link it with other subjects.

Year group teams then use the Whole School Overview document to develop their medium term plans (using the school's agreed planning format). These medium term plans are then used to create a weekly plan (current year group 'weekly' templates) in alignment with the History Progression of Skills. The layout of these lessons will be detailed below. All planning for History should include: the History Skills that are going to be taught, key vocabulary for that skill and how SEN/PP will be supported.

Foundation Stage

History in the Foundation Stage is taught within the specific area of "Understanding the World", which has been adapted from Development Matters. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world through the following programme of topics:

Autumn	Spring	Summer
Crash, Bang! Winter Wonderland	Breaking News! Chinese New Year	When I grow up

The pupils are encouraged to talk about their families and past and present events in their lives. They begin to gain knowledge and understanding of the world through:

- Photographs/artefacts
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

Planning in the Foundation year should include a history area within a classroom (or outside where appropriate) and planning shown through the team's weekly overview. This area should be related to that term's historic link (eg. Autumn term is linked to Guy Fawkes) and should allow pupils to explore the subject in a hands on, child initiated approach. Teachers should aim to do a whole class introduction (with History skills planned through group times) to each new history topic and demonstrate what is available and expected of the pupils when in this history area.

Key Stage 1

The new 2014 National Curriculum at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide range of vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above, through teaching about the people, events and changes outlined below, teachers may introduce pupils to historical periods that they will study more fully at Key Stage 2.

By the end of Year 2 pupils should be taught about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- 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

In Years 1 and 2 the Whole School Overview and each medium term plan will influence the weekly planning of history lessons.

Teaching

Story and narrative are central to history teaching and are a natural resource in which sequence, causation and change can be explored. For younger children, in particular, they can provide a vehicle for developing language, a chronological environmental understanding and a stimulus for a range of work. There is an important and central place in history for good stories so that children can be taught to listen carefully and critically. This ties in to our aim of transferable knowledge from subject to subject, so we would want to see history vocabulary being used where applicable, for instance, in reading comprehensions.

History teaching should cause pupils to ask “How do we know?” and provide them with experiences of working with different source materials, documents, photographs, maps, artefacts, oral testimony, videos, secondary interpretations as well as visits. Although history is strongly rooted in written and spoken language, information technology is a very useful tool for the historian. It can be used to store, retrieve and analyse information and for word processing. All classes have class computers, interactive whiteboards with access to the Internet and opportunities to use laptops and the class I-pad.

Pupils should be encouraged to be imaginative when working with evidence while at the same time respecting it. They should be able to offer hypothetical explanations of past events, supported by carefully reasoned proof, and to test them by comparing sources, discussion and argument.

History lends itself to and benefits from a wide range of teaching and learning styles i.e. whole class teaching, when new or complex materials are introduced, as well as paired, group or individual work.

Throughout the school History is expected to be taught weekly in the terms identified on the Whole School Overview (Terms 2a, 2b, 3a, 3b and 6). As previously mentioned, in the Foundation Stage classes this will be play-based child initiated, so teachers will be expected to ensure they change and develop their History area weekly allowing pupils to access new learning and skills.

In Year 1 the expectation is also that History is taught weekly during the identified terms. These lessons will be largely play-based and again feature a History area which will be updated weekly. Teachers should aim to teach whole class sessions at the beginning of each week to share what knowledge and skills they are promoting in the History area that week.

In Year 2, History will be taught weekly. Children will be taught in a play-based approach (similar to Year 1) for term 2a, developing into a formal setting as the year progresses, although still allowing for many hands on practical experiences. Once in term 2b, and onwards, children will be taught in a slightly adapted ‘6-part step’ way which is based on the school’s maths lessons (see maths policy). This involves the whole class starting with a ‘do now’ activity which will usually introduce them to any key vocabulary to use within the

lesson. This may be partner or group led. The whole class will then come together for the 'new learning' and may sometimes use the 'talk task' element if needed. Pupils will then work through their 'independent learning' activity, which again may be individual, in pairs or as a group.

Recording

Recording History in the Foundation Stage will happen in the pupil's learning journals with observations and photos.

For recording in Year 1 pupils will have any observations and photos relating to History stuck into their learning journals. From January onwards the pupils will record in their writing books with History links detailed in the Learning Objective. Any group work will be evidenced in the class curriculum book.

In Year 2 pupils will record the majority of their history work in their writing books with a dated learning objective at the top of the page detailing the learning. This work is to be marked following the school's marking policy. For any whole class, group work or practical activities teachers will take photos and stick these into the class learning journal along with the learning objective and a related comment on the learning.

Key vocabulary is heavily promoted across the school. History vocabulary should be developed and shared across all three year groups to ensure all pupils of all ages are exposed to a consistently rich and varied list of relevant words to use in their History learning. As previously mentioned this vocabulary should not be restricted to just History lessons but be seen and heard across the curriculum to tie the topic learning together.

Where possible early maths is to be promoted within History. This can be done through using and understanding timelines and different eras. For reading links we have matched the texts used in class to the topic each half term, which is evident on the Whole School Curriculum.

Resources

History resources are stored in the school's curriculum cupboards, adapting the themes of the year and linking to our cross-curricular approach. History resources should be used during lessons to expose the children to different era's and enhance their understanding of the skills taught. Within each classroom pupils should always have easy access to non-fiction books and artefacts particularly related to the current topic.

For Years R and 1 there should be a History display board in the room which focuses on History. In Year 2 each class should have a display board devoted to history learning and celebrating the children's work. As our school planning and teaching is cross curricular the display does not have to be solely a History display board but rather show work and resources relating to that term's topic. However, key vocabulary for History should be clearly on display for pupils to access. Corridor displays should celebrate an element of History through pieces of work, photos or vocabulary. Any displays should tie in with the school's display policy and be changed at least each half term.

Assessment

The approach to assessment, record keeping and reporting of this subject area follows the whole school policy guidelines.

All pupils' work is regularly marked and assessed against the key skills in the History Progression of Skills, whereby this should be used as formative assessment to support the children during the lesson and aid future planning.

Children's work, against the Progression of Skills will also be used to inform summative assessments and linked to teacher judgement. Pupils are encouraged to improve their own

learning performance through the school marking policy enabling the depth of knowledge and committing key vocabulary to long term memory.

For marking in the Foundation Stage and Year 1 teachers should mark following the school's marking policy. Year 1 teachers will also highlight differentiated Next Steps against the Learning Objective for the pupil to complete, normally linking to the History skills. In Year 2 teachers will mark slightly more in depth, using the green and pink highlighters. Pupils will then be given the opportunity to self edit their work using their purple pen. In Term 5, pupils (in Years 1 and 2) will undertake an informal History Assessment (Appendix 1) which will be used to assess what the pupils have processed in their History lessons, committing to long term memory. This assessment is then used to aid teacher judgement for the end of year. Each term teachers will complete a data drop for the foundation subjects, using the Progression of Skills to help judgments.

Reports to parents are completed annually, outlining the achievements and knowledge the children have gathered during the year.

History will be moderated within and across year groups in Terms 2b, 3b and 6. This will aid teachers to compare different levels of pupil's work across classes and also allow Year 1 teachers to share work with Year 2 teachers at the end of the year to moderate pupil's levels. Year groups will give feedback to the subject leader who will then use this information to make any necessary adaptations.

Cross Curriculum Links and Extra Curricular Activities

Cross-curricular work offers a creative way to develop children's knowledge, skills and understanding while motivating them to learn through stimulating, interconnected topics. A study which crosses subject boundaries allows for investigations that engage children's imagination. It also gives teachers opportunities to encourage active enquiry, taking the initiative, and discussion and debate by children. This enables them to identify patterns of information between subjects that will help to enforce key knowledge. One clear link is between History and Geography. If we are learning about a specific country in Geography, studying that country's civilisation and origins in History is a great way for pupils to become engaged with learning by creating their own links between different subjects. Great examples of this include learning about Greece in Geography and the Ancient Greeks in History. We could even expand this to include a study of ancient Greek Gods in Religious Education lessons.

In all cross-curricular topics, History particularly provides an ideal context for extending children's literacy, in speaking and listening, reading and writing.

In Term 2b the whole school will partake in a History week with the theme of 'Old and New Toys'. The subject leader will provide different ideas and activities, tied in from the Progression of Skills, for teachers to plan from.

Extra curricular activities for History will include a whole school trip to Hever Castle in Term 4 (to link with the topic of 'It's all magic').

In addition the school will be having a Kings and Queens dress up day with a banquet. This is to also link to the topic and will tie in British kings and queens. These extra activities provide fun learning opportunities for the pupils outside of the classroom and a chance to see History come to life.

Vulnerable Learners

This policy relates to the school's philosophy for promoting equal opportunities. Children, irrespective of ability, race or gender, are given full access to the History Schemes of Work. In order to provide work that is appropriate to the learning experiences of individual children, it is necessary for the teacher to be aware of the statements/IEPs that apply to children being taught in the class. For pupils with SEN, tasks are differentiated accordingly so that all

pupils are included. There are occasions when the resources may be different from those of the class but these will be in keeping with the pupil's IEP.

More able and talented pupils will be identified and their work differentiated accordingly.

Teachers take account of the three principles of inclusion, set out in the National Curriculum, which relate to:

- setting suitable learning challenges
- responding to the diverse learning needs of pupils
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- The above principles are considered in medium and short term planning. Teaching assistants may support individuals or groups of children within the lessons.

For each History lesson teachers will include a recap of the specific knowledge or skills taught during the previous lesson. This will enable not only all pupils to have a reminder, but any pupils who have high levels of absence and Pupil Premium children to fill in the gaps and be able to continue in the sequence of learning. In addition, the Progression of Skills has been written to ensure there are smooth progression links and History skills and knowledge are being built up across the year. The History curriculum also supports Pupil Premium children and making History an inclusive subject, by exposing children to events and artefacts, that they might not ordinarily have access to.

Impact

The Role of Subject Leader

History will be monitored by the History subject lead. Monitoring will take place across the school in terms: 2a, 3a and 6.

This will include learning walks and meetings with year group teams to discuss planning or give feedback and undertake moderations. Writing books, learning journals and plans will be monitored to ensure that the key skills are being effectively taught and match the needs and abilities of the pupils. The subject lead will feedback to the Headteacher and governors when applicable

Appropriate additional evidence e.g. photos of activities/displays/visits/assemblies etc will also be kept and the Monitoring Impact form (Appendix 2) will be filled out following any monitoring.

The subject lead will request a sample of history work (in terms 2a, 2b, 3a, 3b, 6) from each class representing abilities of pupils working towards, at and above. This work will be collated as samples of learning from the history curriculum.

. The History subject leader will keep their leadership log up to date to show what developments, responsibility and impact they have had.

The curriculum will be kept under review and evaluated regularly. This will require discussion between the Head Teacher, History subject leader and all teaching staff to ensure appropriate coverage of the curriculum and the teaching of key skills are being implemented.

Continued Professional Development

The subject leader for History will work collaboratively with all staff across the school to ensure they are aware of any needs that arise over the school year.

History training will be delivered in September to ensure all staff are clear on the Progression of Skills for the subject of History and how this will look at Joydens Wood Infant school.

For continued professional development the subject leader will carry out their own development through reading (journals, articles, books) and collaboration with other schools through visits and relevant courses.