



History Policy

Date of policy:	December 2015
Date last review adopted by governing body:	28/01/2016
Frequency of review:	3 years

1. Introduction

Learning about history offers the children the opportunity to:

- gain an understanding of the past, with relation to themselves, their families, community and the wider world;
- consider how the past influences the present.

It is the responsibility of all teaching staff to implement this policy.

2. Our vision

Our policy aims to establish a positive school ethos based upon our vision that Writtle Infant School is a special place where everyone feels included, valued and achieves their best.

- Clearly stated expectations of what constitutes acceptable behaviour;
- Effective behaviour management strategies;
- Processes which recognise, teach, reward and celebrate positive behaviour;
- Processes, rules and sanctions to deal with poor conduct.

3. Aims

The aims of history teaching at our school have been revised in line with the National Curriculum 2014. Our aims for children are that they:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world;
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind;
- Gain 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 them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses;
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed;
- Have a programme of work that is suitably differentiated to meet the needs of all children;
- Produce work that is varied and challenging;

- Develop a sense of chronological understanding, relating to major historical periods, events and people;
- Have access to a range of sources of information to aid their development of historical enquiry;
- Identify different ways in which the past is represented;
- Have an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- Develop skills of enquiry, investigation, analysis, evaluation and presentation;

4. Teaching and learning

All class teachers have the freedom to develop their teaching of history in a way that suits their class. This may include a variety of teaching and learning opportunities, such as: whole class teaching, group work, cross-curricular writing, research, drama, debates, use of film clips and computing resources, comparing and describing artefacts, using sources to make deductions about life in the past, visiting museums and taking part in workshops, design and technology (including cooking), use of timelines, art, dressing up and reading historical fiction.

5. The Early Years Foundation Stage

During the Early Years Foundation Stage (EYFS), History and Geography are taught through the area of learning known as 'Understanding of the World' as set out in the EYFS curriculum. This is delivered through motivating and exciting themes and is also part of the creative curriculum. More detail can be found in the EYFS policies and planning documents.

6. Differentiation

Differentiation can be provided in a number of ways: by outcome, by adult support provided, by differentiating resources, by differentiating through planning. Teachers differentiate in the way in which is considered most appropriate for the child, group or objective being taught.

7. Equal opportunities

Where children have a physical disability or have SEND, we aim to provide resources and learning experiences that will support their learning in history. We do this by setting suitable learning challenges, responding to each child's different needs and providing learning opportunities that enable all pupils to make progress.

8. Assessment, recording and reporting

Class teachers assess children's work in history by making informal judgements as they observe them during each history lesson. All work in books is marked in accordance with the school policy. Each term the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum attainment guidance. Formal written reports are shared with parents each year.

9. Role of Governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and

equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

10. Subject leader role

- To facilitate the development of music throughout the school;
- To review the History Policy periodically;
- To work collaboratively with staff to promote continuity and progression;
- To create and monitor Schemes of work;
- Monitoring including lesson observations, pupil voice surveys, work sampling and climate walks;
- To attend relevant INSET courses, and encourage and support staff where possible;
- To organise and if relevant deliver staff training;
- Monitoring and organisation of centrally held resources;
- Purchase of resources in consultation with staff and inline with the allocated budget.

11. Resources

History resources are stored in the resource room or in the classroom in which they are most regularly used.

12. Curriculum overview

History is taught with a cross curricular approach where suitable and can often be by the lead subject in determining each class's theme.

The long term curriculum maps have been produced using guidance from the National Curriculum 2014 and the statutory themes have been allocated suitably for each year group. More detail can be found in the curriculum map documents.

History is taught in the Reception class when opportunities occur as part of the themed work covered during the year. History makes a contribution to the Foundation Stage Profile objectives of developing a child's knowledge and understanding of the world.

13. Equal opportunities

Where children have a physical disability or have SEND, we aim to provide resources and learning experiences that will support their learning in geography. We do this by setting suitable learning challenges, responding to each child's different needs and providing learning opportunities that enable all pupils to make progress.

14. Equality statement

"The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping."

15. Evaluation and review

This policy has been agreed by staff and governors in the Spring term of 2016 and will be reviewed in the Spring term of 2019.