

History Policy



History Policy 2018- Document Status			
Date of Policy Creation	May 2018	Chair of the Governing Board	Alan Smith
Date of reviews to be completed by	May 2021	Executive Headteacher for the Federation	Denise Garner
Inception of new Policy	16 May 2018	Governor/Person responsible for History	Lucy Hughes
Date of Policy Adoption by Governing Body	15 May 2018		

'Love, Laugh, Learn'

Respect, Resourcefulness, Reciprocity (Teamwork), Reflectiveness, Resilience

**'We are not makers of History, we have been made by History'
(Martin Luther King. Jr.)**

Aims of teaching history

At Wrockwardine Wood Infant School & Nursery we believe that teaching history is about providing children with opportunities to investigate and learn about real events and key individuals from the past. Our aim is to ensure that pupils have a better understanding of society and their local environment as well as the rest of Britain and the wider world.

The aims of teaching history in our school are to:

- Ignite children's enthusiasm, interest and curiosity about the past and how it has impacted on their life.
- Develop a sense of identity and cultural understanding based on their historical heritage.
- Develop knowledge of chronology within which they can develop a 'sense of time.'
- Develop the skills to communicate historical knowledge and present it in a variety of ways e.g. oral, written, electronic, and visual forms.
- To enable children to know about the significant events as well as learn about the lives of men and women in the past and how they have influenced the future.
- To develop a variety skills, including those of enquiry, interpretation, debate, problem solving, investigation and research.

Teaching and learning

History teaching focuses on enabling children to think as historians. We identify and value the significance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We think helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'How do we know?', about information they are given, this is an important skill to gain for future learning of history in Key Stage 2.

We use a variety of teaching and learning of teaching approaches during our History lessons:

- Whole-class teaching methods
- Problem-solving activities using historical enquiry questions (Philosophy for Children approach) e.g. 'What was school like for children in Victorian times?'

How do we know? What do you think this artefact is? What do you think it might have been used for? (see Appendix 2)

- Ask (as well as answer) historical questions.
- Use a variety of sources, such as information books, pictures, historical maps art work and other artefacts.
- Use computing skills in history lessons for research and presentation e.g. 'Espresso', 'PowerPoint', virtual museum tours, BBC education website
- Role-play and debate
- Research and present reports to the rest of the class.
- Educational visits e.g. Blist Hill, local walks to look for clues about the past.
- Visitors to school to talk about the past.

We recognise that across all classes there are children with widely different historical experiences and abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting tasks which are of increasing difficulty as well as open-ended and can have a variety of responses.
- Providing resources of different complexity, according to the ability of the child, e.g. sequencing two, three or more artefacts.
- Using classroom assistants to support and challenge children's historical thinking

Curriculum planning

Early Years Foundation Stage (EYFS)

We teach history in Nursery and Reception classes as an integral part of the topic work covered during the year.

History is taught within the area of learning, **Understanding of the World**, under the heading, **'People and Communities'**.

Children learn to talk about past and present events in their own lives and in the lives of family members. They learn to recognize similarities and differences between themselves and others, and among different families, communities and traditions.

The Jigsaw PSHE unit 'Changing Me' helps children learn about the passing of time.

Key Stage 1

Curriculum planning in KS1 is in three phases:

- long-term matrix (yearly- see Appendix 1)
- medium-term (half termly)
- short-term (weekly)

In Key Stage 1 we follow the National Curriculum Programme of Study for History.

Pupils should develop an 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. They should use a wide 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 are often introducing pupils to historical periods that they will study more fully at Key Stages 2 and 3.

Knowledge, skills and understanding:-

1. Chronological understanding

Pupils should be taught to:

- a. Place events and objects in chronological order.
- b. Use common words and phrases relating to the passing of time, for example, before, after, a long time ago, past.

2. Knowledge and understanding of events, people and changes in the past

Pupils should be taught to:

- a. Recognise why people did things, why events happened and what happened as a result.
- b. Identify differences between ways of life at different times.

3. Historical interpretation

Pupils should be taught to identify different ways in which the past is represented, for example, in pictures, plays, films, reconstructions of the past, museum displays, websites, TV programmes and fictional stories.

4. Historical enquiry (See Appendix 2)

Pupils should be taught to:

- a. How to find out about the past from a range of sources of information, for example, stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of computer based sources.
- b. To ask and answer questions about the past.

5. Organisation and communication

Pupils should be taught to select from their knowledge of history and communicate it in a variety of ways, for example, talking, writing, using ICT.

6. Breadth of study

During the key stage, pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, our present day Royal Family compared to Elizabeth I and Queen Victoria. Explorers, inventors, artists and other extraordinary people such as Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality e.g. The Great Fire of Newport

Inclusion

- Through differentiated tasks that challenge children appropriately we meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language.
- Through our history teaching we provide learning opportunities that match the needs of children with learning difficulties, and we take into account the targets set for individual children in their Individual Provision Maps (IPMS).

NB for further details see separate policies: Special Educational Needs, More Able, English as an Additional Language (EAL) and Equality.

Health and safety

- We enable all pupils to have access to the full range of activities involved in learning history.
- All staff follow and implement the **Educational Visits** Policy when planning visits to ensure children are safe at all times.

ASSESSMENT

History is assessed in accordance with the school's assessment policy.

Assessment for Learning EYFS

- Observations of children are carried out during Child Initiated Learning and during adult directed activities in Nursery & Reception.
- Next steps are then identified for individual children and activities planned.
- Children's progress is tracked through each child's profile
- Parents have access to the profiles daily if they so wish but also at Stay and Play sessions as well as Parent/Teacher consultations.

Assessment of Learning EYFS

- Data towards the EYFS profile is collected termly from Nursery and Reception.
- At the end of the Reception year a child's attainment is reported to the DFE using the Early Years Foundation Stage Profile.
- Parents of Reception children receive an annual report.

Assessment for learning KS1

- Children are able to demonstrate their ability in history in a variety of different ways. Younger children might, for example, dress up in Victorian costumes, whilst older pupils might produce a PowerPoint presentation based on their experiences of 'living history' in a Victorian kitchen.
- Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children are then encouraged to make judgements about how they can improve their own work.
- We assess the children's work in history while observing them working during lessons as well as from the work they produce in books.

Assessment of learning

- This enables the teacher to make an assessment of progress and attainment for History for each child after each unit of work. This information is passed to the next teacher.
- Information from our assessments are used for P/T consultation each term and as part of the child's annual report to parents.

Monitoring – Role of the subject leaders

The teaching of History is monitored by the subject leaders through:-

- lesson observations
- book scrutiny
- planning
- pupil interviews

The Subject leaders also

- Supports colleagues in their teaching, informing them about current developments in History and providing a strategic lead and direction for this subject in the school.
- Reviews and evaluates the action plan, budget and long term planning matrix.
- Liaises with staff and the head teacher for ordering and managing the supply of resources.

The Role of the Governing Body

The governing body ensures

- Subject leaders report to the Governing Board who ensure the effective implementation, monitoring and evaluation of History.

Resources & classroom environment

History resources:

- the history cupboard has central resources which include historical maps and information leaflets about the local area, Victorian artefacts and clothing for role play.
- classrooms are equipped with laptops for research e.g. *BBC website, espresso, virtual history and art museums*
- role play areas are available in each class
- digital cameras or tablets are available to record activities.
- the school library has appropriate information books.
- the outdoor classroom is seen as an additional resource for role play
- The school has a detailed plan for Educational Visits and Visitor
- Museum in a box from the library service or Blist Hill

Useful websites

https://www.teachprimary.com/learning_resources/view/how-to-teach-chronology-in-ks1-ks2

<http://www.bbc.co.uk/schools/primaryhistory/>

<http://www.primaryresources.co.uk/history/history.htm>

<https://www.tes.com/teaching-resource/british-history-timeline-3002140>

Appendix 1 – Suggested IPC units

Year 1	<ul style="list-style-type: none">• Superhuman• From wood to wool• Time Travellers• Green Fingers• Animal Kingdom• Hooray... Let's go on holiday
Year 2	<ul style="list-style-type: none">• People of the past• Magic Toy Makers• Stories people tell• Earth our home• Live and let live• From A to B

Appendix 2 - The Enquiry Process

The enquiry approach involves children making decisions and taking ownership of their learning.

At Key Stage 1 it consists of finding out about the past by raising historical questions and asking:-

1. What do I already know?
2. What information do I need to find out?
3. What sources will I use to help me find out?
4. How will I record the information?
5. How will I classify the information?
6. How will I interpret the findings of my enquiry to add to my knowledge and understanding?

This last stage now becomes a starting point for another sequence of enquiry in which new skills can be introduced and others developed.

The enquiry approach - An example from a Year 2 theme - 'Clothes'

Enquiry Question- Why did great-great grandma's washday take so long?

Starting points-

Read stories about washday long ago e.g. "Mrs Lather's Laundry", "Tale of Mrs Tiggywinkle". Sing song "Dashing Away with the Smoothing Iron". Look at Victorian paintings e.g. 'Washday' by Frederick Daniel Hardy.

Discussion- What do we already know?

- Find out what children already know.
- Look at pictures from a previous visit to Squatter's Cottage at Blists Hill Museum.
- Brainstorm ideas about how washing was done in Victorian times and discuss what we don't know.

Decision making- What do we need to find out and how are we going to find the information we need?

- Make a list of questions e.g. what equipment was used, where does the water come from and how it was heated.
- Use of primary and secondary sources e.g. interviews with older people, visit to a Victorian laundry, collection of information books, printout of information from the internet, collection of artefacts to handle

Recording & classifying information collected

- Make a time line in decades to place artefacts and pictures of artefacts in order e.g. modern electric iron/ Victorian flat iron, dolly tub/pictures of washing machines from 1930s, 1950s and modern automatic washing machine.
- Draw plans of own, modern kitchens to show electric washing machine, tumble dryer, etc and draw plan of Victorian kitchen with dolly tub, dolly peg and sink. Make comparisons.
- Create a modern kitchen with model washing machines, etc alongside a Victorian laundry with artefacts and dressing up clothes for role play.
- Devise a questionnaire to collect data from parents, grandparents and adults in school e.g. type of washing machine, types of drying facilities, washing powders, etc. Use to make comparisons.
- Scientific investigations to test modern stain removers with Victorian methods.

Interpreting results to show knowledge and understanding gained from enquiry

- Make a book or Power Point called 'Washday Now and Then' with text, photos and illustrations which show why washday took so long in Victorian times.
- Make diaries to compare washday now and then with day split into hours. Show how much there was to do in Victorian times e.g. Victorian- 5am – got up to fetch water from pump at the end of the road. Modern -5am – asleep.
- Write recounts of visit to a Victorian laundry.
- Make a video of role play as a resource for others to use.
- Sequence artefacts e.g. flat iron, gas iron, electric iron.

-Write stories to develop empathy e.g. 'The disastrous washday' – Some children set story in Victorian times and others in the present and discuss differences.