



Hamp Nursery & Infants' School

History Policy

2020-2021

HISTORY

Rationale:

'A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time'

The National Curriculum 2014.

AIMS

The history curriculum at Hamp Nursery & Infants' School aims to encourage pupils to:

- ❖ develop interest in the more recent and distant past.
- ❖ acquire a sense of chronology in order to place events and object in chronological order.
- ❖ use vocabulary relating to the passing of time.
- ❖ develop an awareness of famous people, events and significant changes in History.
- ❖ raise questions as well as answering them.
- ❖ identify, compare and appreciate differences in ways of life at different times.
- ❖ use a variety of primary and secondary sources to investigate and reflect on the past.
- ❖ select and evaluate evidence from the past.
- ❖ develop enquiry skills to ask questions regarding the past.
- ❖ communicate historical knowledge through discussion, writing, drawing and ICT.

IMPLEMENTATION OF HISTORY

In order to achieve the above aims, we intend to start by focusing on changes in the children's own lives and in the world around them. This will progress to focusing on the ways of lives of people and significant events in the more distant past.

It is our policy that teachers will plan and implement History with reference to curriculum planning and schemes of work. The National Curriculum key skills are to be integrated within the History activities.

E-safety

E-safety forms part of this and all other policies. E-safety rules/practices and procedures are therefore followed by staff and pupils at all times.

Early Years

Historical skills and understanding should be developed through the **Foundation Stage** This is within the area of Understanding of the World. One of the main objectives is to find out about the past and present events in pupils own lives'.

- ❖ Stimulating learning opportunities should be provided to encourage children to differentiate between past and present times. For example, modelling the language of time, sequencing events, observing changes and providing visual artefacts to explore and experience the past.

National Curriculum - Key Stage One

History at Key Stage One The National Curriculum 2014 has 4 main areas of study, these are:

- ❖ 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.
- ❖ 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).
- ❖ Significant historical events, people and places in their own locality.

At Hamp Infants School, these objectives are incorporated into the History scheme of work. (QCA scheme of work for history.) The QCA Units used to cover these aspects are:

- **Unit 1 - How are toys different from those in the past (Y1)**
- **Unit 2 - What were homes like a long time ago? (Y1)**
- **Unit 3 - Seaside holidays in the past (Y1/ Y2)**
- **Unit 4 - Florence Nightingale (Y2)**
- **Unit 5 - The Great Fire of London (Y2)**
- **Unit 17 - Remembrance Day (Y2)**

Historical knowledge, skills and understanding will be promoted during each of the four areas of study.

We aim to do this through an enquiry approach by asking questions about the past and practical activities to engage and challenge pupils. This will include opportunities to handle real artefacts from the past within the classroom and during visits to places such as Woodspring Museum and fieldwork within the town of Bridgwater.

Further activities will comprise the following:

- ❖ To use sources such as photographs, books and ICT to support pupils' investigation of the past.
- ❖ To listen to stories based on past experiences.
- ❖ To watch television programmes relating to significant men, women and ways of life in the past.
- ❖ To sequence pictures of historical objects and events to encourage a sense of chronology.
- ❖ To develop historical knowledge and understanding through the implementation of the Literacy hour by reading texts relating to history.
- ❖ To implement a History Curriculum Day covering significant historical global events.

CROSS-CURRICULAR LINKS

History activities in the curriculum offer links with other subject areas (which will make efficient use of time). These include Geography, Literacy and Numeracy, for example when studying the history of the local area, speaking and listening skills and to teach ordering and chronology through timelines. The Literacy Hour offers a valuable means of teaching aspects of History, through shared texts based on a historical focus. ICT can be used as a resource for researching

information about the past through the use of CD programmes and the Internet, which can display photographs of places and artefacts from the past.

SPEAKING AND LISTENING:

We need to focus on opportunities for developing children's speaking and listening skills through the teaching of History. For example, asking questions about the past and describing features of periods of time, hot seating activities when the children can take on the role of a famous person in the past and the other children can ask questions to find out about a past period of time. We encourage role play to reinforce their historical knowledge.

We endeavour to provide opportunities where possible for putting children in touch with other members of the community such as older people e.g. grandparents for local history. We will encourage children to create short plays or presentations about what they have learnt. We will provide opportunities for research e.g. small groups using the internet, books and resources. We will ensure to plan for and include time for the children to think and talk (in talking partners for example).

RESOURCES

The central resource cupboard in school comprises of a range of historical sources as follows:

- ❖ Primary Sources (real artefacts), for pupils to handle. These are to be added to when possible depending on school budgeting. Somerset County Museums Service can be contacted to provide artefacts relating to a topic that is being studied when required.
- ❖ Books, stories, pictures, paintings, and posters of famous people, events and past artefacts.
- ❖ Photographs of Bridgwater dating back 100 years.
- ❖ There are ready-made outdoor learning boxes with activity suggestions (these are readily available and STC labelled to maximise the use of time.
- ❖ Television programmes based on famous people and events e.g. Florence Nightingale, Remembrance Sunday etc., Samuel Pepys and the great fire of London.
- ❖ There is a collection of Teacher resource books including photocopiable material.

- ❖ A collection of Literacy Big Books is stored in the school Literacy cupboard based on historical themes. These are listed separately.
- ❖ History fieldwork is also a valuable resource.

The school digital cameras can be used to record history work, including school visits.

An inventory of History resources is listed separately.

Annually we build on our resource material in the school when possible but this depends on budgeting.

PLANNING

The QCA scheme of work for History will be focused on for long term planning for each year group.

History planning is monitored termly by the co-coordinator during whole school planning meetings.

Medium term planning will be agreed in year groups on a half termly basis.

Short term planning will be highlighted within weekly plans, which are submitted to the Head Teacher each half term.

EQUAL OPPORTUNITIES

It is essential that we respond to pupils' diverse learning needs at all times. Opportunities should be provided to enable all pupils to achieve. Work will be differentiated accordingly to cater for pupils with additional educational needs.

Gifted and Talented: For those children who demonstrate a particular ability in History, their names will be discussed and may be added to our Gifted and Talented Register. We will monitor their progress through carefully planned work.

ASSESSMENT / PROGRESSION

Opportunities for assessment will be identified in planning and schemes of work. Short-term assessments of History activities will be observed and outcomes recorded, to inform future planning.

The National Curriculum level descriptors will be observed and identified where necessary.

Parents receive a written report at the end of the year highlighting their

child's progress in all curriculum areas including History.