

History Policy

Intent

The aim of history teaching at Galley Common School is to stimulate the children's interest and understanding about the life of people who lived in the past and significant events that have affected society. We teach children a sense of chronology, and through this they begin to develop a sense of identity and cultural understanding. By considering how people lived in the past, they are better able to make their own life choices today. In our school history contributes to citizenship education by teaching about influential historical figures. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to begin to develop the skills of enquiry, interpretation and communication.

Within **Foundation Stage** we aim to ensure that all children:
Children at the expected level of development will:

Understanding the World — The world

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

The **Key Stage 1** National Curriculum for History aims to ensure that all children:

- develop an awareness of the past, using common words and phrases relating to the passing of time.
- 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.
- use a wide vocabulary of everyday historical terms.
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Teaching and learning style

History teaching focuses on enabling children to think as historians. We aim to increase the children's awareness of history in their local environment. The children learn about Galley Common in the past including coal mining, the ribbon factory and the school itself. We encourage visitors to come into the school and talk about their experiences of events in the past. We examine historical artefacts, primary and secondary sources. We also aim to give children the opportunity to visit sites of historical significance. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We plan speaking and listening activities into history units where appropriate, such as drama activities and role-play, for example, acting out scenes about Edith Cavell setting up and using role-play areas for homes in the past. Through such a variety of approaches we aim to stimulate

interest and cater for the range of learning styles. We help children to 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. We aim to ensure that learning opportunities are suitable for all children to access, this may include setting open-ended tasks, grouping children in different ways, providing a variety of resources and using adult support.

Implementation

We teach History in our **Reception classes** as an integral part of the topic work covered during the year. As Reception classes are part of the Foundation Stage, we relate the historical aspects of the children's work to the objectives set out in the Development Matters in the Early Years Foundation Stage document which underpins the curriculum planning for children from birth to five. History makes a significant contribution to developing a child's knowledge and understanding of the world. When we visit Polesworth Abbey at Christmas time, the children are able to look around a very old place of worship during their school trip. As we study the children's personal and family history they develop a sense of identity and a sense of chronology of their own lives.

Parents are informed through topic overviews that are sent home. Through the Tapestry online learning journal, parents are able to see key learning experiences for their child. Historical content will be highlighted through the addition of assessment statements from the Understanding of the World strand of the Development Matters in the Early Years Foundation Stage document.

In **Key Stage 1**, the National Curriculum for History is the basis for our planning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and that the children are increasingly challenged as they move up through the school.

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan outlines the topic themes within each term and ensures that a broad range of cross curricular topics is taught.

The Curriculum Map is our medium-term plan that shows which topics have a historical focus and which have cross curricular links to History. It then outlines the content to be covered.

Key Stage 1 class teachers collaboratively create the short-term plans for lessons. These plans list specific learning objectives for each lesson and detail how the lessons are to be taught. The Good Historian poster is used to highlight to the children which History skills they are developing in sessions.

Parents are informed through topic overviews that are sent home. Parents are also engaged through homework projects and any whole school projects.

The contribution of History to other subjects

English

History contributes to the teaching of English in our school by actively promoting the skills of speaking and listening, reading and writing. We use some books that are historical in nature. Children develop oracy through discussing historical questions, artefacts and pictures, in pairs, small groups or as a class. They become involved in

drama activities promoting the children's ability to empathise with historical figures or people involved in historical events. This develops their writing ability along with composing reports, recounts, letters and diary pages. Writing skills are developed initially through whole class or group work by using writing frames, and gradually children become more independent in their writing.

Mathematics

History teaching contributes to the teaching of mathematics. Children begin to develop a sense of chronology through activities such as creating time-lines. They start to learn how dates are used to show the passing of time.

Computing

We use IT in History teaching where appropriate. Staff and children use IT in History to research information using the Internet. Children have the opportunity to use iPads to communicate their historical understanding.

Personal, social and health education (PSHE) and citizenship

History contributes to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views and be involved in researching the past. They learn about how different people have contributed to and altered society in the past.

Spiritual, moral, social and cultural development

When teaching History, we contribute to the children's spiritual development where possible, and provide children with the opportunity to discuss moral questions about what is right and wrong, when studying topics such as Remembrance Day.

Teaching History to children with Special Educational Needs

At our school we teach History to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our History teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Our Special Needs policy sets out the ways in which we identify, assess and support pupils with special educational needs across the whole curriculum.

We enable pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, we arrange a pre-visit for staff and carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Impact

We assess the children's work in History by making informal judgements as we observe the children during lessons.

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In **Reception**, we observe the children and may record observations on a class cube sheet or may add observations to the Tapestry online learning journal.

In **Key Stage 1**, observations are recorded on class cube sheets which are then kept in class assessment folders.

A summative judgement is made at the end of each year which is RAG rated. The subject leader then analyses group data.

Once the children complete a piece of work, we mark and comment as appropriate. History is part of the Key Stage 1 Assessment Cycle. Assessments are used to generate next steps which then inform future planning.

Resources

There are sufficient resources for teaching all History units in the school. We keep these resources within our topic boxes for Foundation Stage and Key Stage 1. The library also contains a supply of topic books.

Monitoring and review

The History curriculum team leader is responsible for monitoring the standard of the children's work and the quality of teaching in History. The History curriculum team leader is also responsible for supporting colleagues in the teaching of History, being informed about current developments in the subject, and providing a lead and direction for the subject in the school. The History curriculum team produce an action plan when History is the subject in focus for the team, which evaluates the strengths and weaknesses in the subject and indicate areas for further improvement. The team takes time to monitor History through planning and work trawls, visiting classes to observe teaching, learning walks and pupil interviews.

Signed:

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