

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:

- Talk about past and present events in their own lives and in the lives of family members. Compare and contrast characters from stories, including figures from the past.
- Comment on images of familiar situations in the past.
- ELG- Understanding the world/past and present
Talk about the lives of people around them and their roles in society
Know the similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class.
Understand the past through settings, characters and events encountered in stories 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 understanding 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 the World/ past and present strand of the Development Matters in the Early Years Foundation Stage document. At the end of the year a summative judgement is also made.

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 and a summative judgement is made at the end of the year.

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:

Date: September 2021

Review September 2023

GALLEY COMMON INFANT SCHOOL PROGRESSION OF SKILLS : HISTORY

Aims and objectives

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- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- ELG- Understanding the world/past and present:
 - Talk about the lives of people around them and their roles in society.
 - Know the similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class.
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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.

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Strand	1. Constructing the past	2. Sequencing the past		3. Change and development	4. Cause and effect	5. Significance and interpretations	6. Planning and carrying out a historical enquiry	7. Using sources as evidence
Progression statement	Know where people and events fit within a chronological frame work. Pupils study historical periods, some of which they will study fully later.	Know where people and events fit within a chronological framework.	. Develop awareness of the past, using common words and phrases relating to the passing of time.	Identify similarities and differences between ways of life in different periods. Study changes within living memory.)	Choose and use parts of stories and other sources to show that they know and understand Key features of events. Study the lives of significant individuals who contributed to national and international achievements.	Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key Features of events. Use a wide vocabulary of everyday historical	Understand some of the ways in which they find out about the past and identify different ways in which it is represented
R	Talk about and share experiences of the past and present modelling and encouraging appropriate tenses Talk about and describe artefacts from the past and present. Record memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing	Use simple everyday terms to describe the passing of time, e.g. new and old, now and then, etc. Talk about own life and those of people around them and their roles in society. Sequence objects and every day events within experience, in time order e.g. school day Make sense of their own life story e.g. birthdays and the passage of time: growing-babies, toddlers, starting school, moving on. Reminding of and revisiting past learning/events in their school life		Talk about and describe my home and the way I live. E.g. day to day life, things I do, my house, my family, etc and say some things that are the same and different	Talk about important people in my life and those of people around them in society and their role. Introduce people/creatures beyond living memory through stories e.g. knights, dinosaurs, pre-historic animals/people Compare and contrast characters from stories, including figures from the past.		Know some similarities and differences between things in the past and now, drawing on own experiences and what has been read in class. Talk about events in my life and the lives of people I know-spoken and written recount of experiences. Ask and answer questions to find out more How and why?	
1	The child can identify relevant features of particular historical themes, events and people from family, local, national and global history . E.g. Recall some events and people associated with the Gunpowder Plot.	The child can depict on a timeline the sequence of a few objects and/or pieces of information. E.g. Put the main features of cooking in chronological order on a timeline.	The child can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. E.g. Use some common words and phrases relating to the passage of time, such as 'now', 'then', 'new', 'old', 'when' and 'before'.	The child can identify a few similarities, differences and changes occurring within a particular topic. E.g. Identify difference and similarities between early and modern aeroplanes.	The child can identify at least one relevant cause for, and effect of, several events covered. E.g. Identify an effect of the Gunpowder Plot.	The child can consider one reason why an event or person might be significant. E.g. Explain why we remember a particular explorer.	The child can ask and answer a few valid historical questions . E.g. Ask a few questions about explorers, locate relevant information and communicate the answers as sentences.	The child can extract information from several different types of source including written, visual and oral sources and artefacts. E.g. Extract some relevant information about the life of a local hero or heroine, e.g. from pictures, artefacts or a story.
2	The child can briefly describe features of particular themes, events and people from family, local, national and global history . E.g. Retell the story of the Gunpowder Plot.	The child can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. E.g. Select a range of cooking methods and foods to place on a timeline.	The child can understand securely and use a wider range of time terms. E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past' 'previously'.	The child can identify independently a range of similarities, differences and changes within a specific time period . E.g. Recognise differences in aeroplanes from different decades.	The child can identify a few relevant causes and effects for some of the main events covered. E.g. Identify several causes, motives and effects of the Gunpowder Plot.	The child can identify a range of significant aspects of a theme , society, period or person and offer some comments on why they have selected these aspects. E.g. Give reasons why they have chosen particular aspects of the life of a famous explorer.	The child can plan questions and produce answers to a few historical enquiries using historical terminology. E.g. Plan and find information needed to write a paragraph about which explorer was most successful.	The child can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions. E.g. Choose several different sources to select information about the key features of the life of a local hero or heroine.
Greater Depth	The child can explain a range of features covering family, local, national and global history and draw a range of conclusions. E.g. Recall the more significant events and people associated with the Gunpowder Plot and draw conclusions about it.	The child can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised. E.g. Select independently a range of objects and information associated with food and how it was cooked over different time periods and explain the reason for their sequence.	The child can use more complex time terms, Such as 'BCE'/'AD' and period labels and terms. E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.	The child can describe independently and accurately similarities, differences and changes both within and across time periods and topics. Eg. Identify and describe several changes, similarities and differences that have occurred in aviation over a century.	The child can comment on a few valid causes and effects relating to the events covered. E.g. Make a few valid judgements about the causes, motives and effects of the Gunpowder Plot (e.g. this was a particularly important reason it took place).	The child can provide some valid reasons for Selecting an event , development or person as significant. E.g. Explain the achievements of various explorers stating which one they think is the biggest hero and justify their opinion.	The child can pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently. E.g. Plan a small investigation on the life of an explorer, locate information from two or more different sources and collate this to produce a relevant response.	The child can critically evaluate the usefulness of sources and parts of sources to answer historical questions. E.g. Choose from a range of sources, such as artefacts, different written accounts, oral and visual evidence, which are most useful for telling us about the life of a local hero or heroine.

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