

Ryhope Infant School Academy

History Policy

**Updated:** November 2021

**Produced by:** J Ramsay

**Ratified by:** Governing Body

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**Our Vision**

At Ryhope Infant School Academy, we believe that our children should develop a love of learning and show care and respect for each other in a happy, secure and challenging learning environment.

At Ryhope Infant School Academy, History will stimulate a child’s interest and understanding about the life of people who lived in the past. We will teach children a sense of chronology, and through this they can develop a sense of identity and a cultural understanding based on their historical heritage. Through this they will learn how to value their own and other cultures in modern multicultural Britain. Also, by considering how people lived in the past, they are able to make informed life choices today.

We hope children will begin to understand how events in the past have influenced our lives today and teach them to investigate these past events. In turn this will develop the skills of enquiry, analysis, interpretation and problem-solving.

**Our Intent**

The key objectives for teaching History are to:

* Foster in children an interest in the past, and to develop an understanding that enables them to enjoy all that history has to offer
* Enable children to know about significant events in British history, and to develop a sense of chronology
* Have some knowledge and understanding of historical development in the wider world
* Help children understand society and their place within it, so they develop a sense of cultural heritage
* Develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

**Curriculum aims:**

*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. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. 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. National Curriculum (2014)*

Our History teaching is set out with a clear progression in skills from Nursery up to Year 2.

The main strands being:

* Chronology
* Historical Interpretation
* Historical Enquiry
* Historical knowledge and understanding of events, people and changes in the past.
* Organisation and communication

**EYFS** children will be given opportunities to develop their skills and knowledge in the EYFS Curriculum area ‘Past and Present’ which is a current Early Learning Goal.

Activities will be planned to enable our EYFS children to:

* Talk about the lives of the 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.

**Key Stage 1** children will 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, Elizabeth I and Queen Victoria, 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.

**Implementation**

**EYFS**

Early Years will explore historical themes and content through the Understanding of the World strand of the EYFS curriculum. This will involve guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and time.

Their initial topic is linked to themselves and teachers encourage children to discuss their family life, what they have done the night before / at the weekend to encourage recall skills and knowledge of the past.

They will use photographs, stories and role play costumes to open up discussions about different ways of life and people from the past.

**Key Stage 1**

History is planned in a topic-based approach and across every other half term. We believe in whole class teaching methods and combine these with enquiry-based research activities.

To support learning we believe children should:

* Have access to, and are able to handle artefacts
* Go on visits to museums and places of interest
* Use secondary sources such as books and photographs
* Experience visitors who can talk about the past
* Listen to, and interact with stories about the past
* Undertake fieldwork by interviewing family and older friends about changes in theirs and other people’s lives
* Use drama and dance to act out historical events. They are shown resources from the internet
* Use non-fiction books for their research
* Have opportunities to work independently, or collaboratively to ask or answer historical questions.

**Inclusion and diversity**

We recognise that children can vary in their confidence and knowledge. We try to provide suitable learning opportunities for all children in all year groups.

We achieve this by:

* Setting common tasks which are open ended and can have a variety of responses;
* In a collaborative task; pairing children, e.g. a more able with a less confident child.
* Using additional adults to support the work of individuals or small groups.

**Impact & Monitoring**

**Assessment**

The progress of children in EYFS in tracked half termly, using the Birth to Five Matters document as a guide point.  Assessments will be made by teacher observation and the documentation of key learning moments and dialogue in their ‘Learning Journey’ books.

For Key Stage 1, Teachers will gather evidence in the forms of observations, dialogue with children and work produced to determine what individual pupils know, understand and can do in history. We will use the progressions of skills document to assess whether children are on track or off track and need further input or practise with particular History strands.

**To develop, monitor and evaluate history the co-ordinator will:**

* Aim to improve and support the subject knowledge of our teachers, and encourage passion for and interest in historical study
* Support and advise teachers via cooperative planning and assessment.
* Monitor quality of provision and outcomes.
* Provide a strategic lead for the subject
* Keep up to date with developments at a national and local level.
* Manage resource provision.