



HISTORY POLICY

INTRODUCTION

At Wootton Bassett Infant school, we believe that the study of history is essential for our children as they develop into well-rounded global citizens because it gives the children a sense of their own place in time. Children develop their skills of enquiry, deduction, analysis, evaluation and inference whilst learning to question the world around them and starting to increase their understanding of the past, making links between civilisations and eras, as well as its relation and relevance to the present. We teach history so that the children can make sense of their world and understand that the past has shaped the world in which they live.

AIMS

Our history curriculum ensures that all elements of the Statutory Framework for the Early Years Foundation Stage (2021) and the History programme of study for Key Stage 1 of the National Curriculum (2014) are covered. At Key Stage 1 this will involve knowledge, skills, processes and understanding being taught through areas of study.

Our aims are:

- ❖ To provide a broad, balanced and inspiring history curriculum which balances key knowledge with the development of skills.
- ❖ To foster a curiosity about the past and an understanding of our place in the world.
- ❖ To develop a sense of chronology and a vocabulary for the passing of time.
- ❖ To provide every child with the opportunity to be inspired by history through provision of high-quality experiences and resources.

- ❖ To give children the opportunity to reflect, compare, question and investigate how life in the past was different so that children can identify differences between the ways of life at different times.
- ❖ To help the children develop a sense of their own identity through studying changes in their own lives and the lives of those around them.
- ❖ To learn about the way of life of different people from Britain and the wider world and of past events from the history of Britain and the wider world.

TEACHING AND LEARNING STYLE IN HISTORY

The Foundation Stage

During the Foundation Stage the children are taught to develop an awareness of their place within their family and past events in their own lives through Development Matters (2021). They are introduced to simple historical language such as yesterday, old, new, a long time ago. Children are taught about the past using real historical artefacts and visits whenever possible. The children compare pictures of people from the past and listen to stories about significant individuals from history.

Key Stage 1

Long term planning ensures that some topics have a specific historical emphasis. Other topics will include more discrete activities based on using historical evidence. There is a focus on five key elements of history study: chronology, knowledge and understanding of events, people and places in the past, historical interpretation and enquiry and organisation and communication. Practical experiences will support the teaching of history where possible. We aim to maximise opportunities for links in our curriculum. History is taught with a thematic approach and supports and encourages our creative and cross curricular approach to learning, including use of English sessions, Art sessions and multimedia technology. However we are always clear of our purpose and focus - ensuring that the key historical attitudes and skills from the National Curriculum programme of study do not become consumed by the demands of another discipline.

The teaching and learning of history is based upon discussion, use of primary and secondary sources, debate, role play, field work and first hand experiences. The children will often work in mixed ability groups, however differentiation is identified and provided and therefore activities and groupings will vary. Resources are available for each unit of study as well as use of the Library and internet to provide further source materials and information.

Equal Opportunities and Inclusion

All pupils are provided for in lessons, regardless of gender, race, disability or, in the case of external visits and visitors to the school, financial considerations. We avoid stereotypical assumptions about the abilities and aptitudes of children.

History forms part of the school curriculum policy to provide a broad and balanced education to all children. We recognise the fact that in all classes there are children of different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the capability of the child. Our aim is for all children to achieve as highly as they can in history according to their individual abilities. More able children are identified and suitable learning challenges provided.

Health and Safety

All school trips with a history emphasis will follow the procedures of the school health and safety policy. A risk assessment form will be completed and on the day of the trip the children will be supervised in small groups using teachers, teaching assistants and parent helpers.

ASSESSMENT

Assessment is made by the class teacher and based upon observation, discussion and work produced by individual children. In annual reports a comment is made about the areas covered throughout the year. The history subject leader keeps samples of the children's work in a portfolio which shows what the expected level of achievement is in geography in each year of the school.

MONITORING OF SUBJECT PROVISION

The subject leader monitors the teaching and learning of history throughout the school. This includes learning walks, planning and work scrutiny and pupil voice. The results of these findings are fed back to staff in staff meetings and to the Senior Leadership team. Targets for history provision are created on an annual basis in the Subject Leader Action Plan, based on termly assessed results and feedback. The history subject leader is also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The history policy is evaluated and reviewed by the individual co-ordinator and senior management and agreed by governors. The subject leader also provides the governors with an annual report evaluating the subject provision and the impact of actions undertaken.

