



Whitehall Nursery and Infant School

History Policy

Rationale

It is our goal that teaching history will encourage our pupils to ask questions about life in the past. We then want to show them how they can try to find out answers to those questions as well helping them to understand that we can't get all of those questions answered and that some questions are better than others for finding out about the past. This process can then help them to develop their understanding of events and situations which are outside of their own experiences. History will also help the pupils to understand how difficult and challenging life was in the past compared to the modern age we live in and yet many of the problems that people experienced are still problems today. We hope that our pupils will learn some valuable lessons from History so that we don't make the same bad choices that were sometimes made in the past.

History will also help to teach children about the needs and desires of humans, about problems and solutions, about consequences and importantly 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. Therefore, this policy should be read together with the following policies; *Equal Opportunities, Teaching and Learning, Disability Equality and Behaviour policy.*

We encourage our children and families to embrace the history of our school and the local area as well as sharing important historical events from their own history and experiences. As a school, we value the importance of learning about the history of different countries, religions and cultures. We also hope that our pupils will learn about the impact that different individual figures in history have had on our society and that they too, as individuals and as a group, can also make a difference and so it really helpful to look at History to see what lessons we can learn from their experiences in the past.

Aims and objectives

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society (linking to Positive British Values)
- To learn about some of the major issues and events in the history; of our own country and of the world, and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To examine how the past was different from the present and that people of other times and places may have had different values and attitudes from ours

- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts
- To understand that events have a range of causes.

History and the National Curriculum

Our teaching aims to cover all of the history requirements in the Early Years Foundation Stage and the National Curriculum for Key Stage 1. We hope that our children will gain a coherent knowledge of life in the past and how it has impacted our lives today. We encourage our pupils to be curious, ask questions and make comparisons between their own experiences and the experiences of those recorded in history.

In Year 1, the children begin to connect important dates to significant events in history. For example during the first half term, our pupils learn about significant figures and events as part of Black History Month. They also begin to explore the importance of Remembrance Day and why this is such a significant date. During the Spring Term our pupils participate in a Towers, Tunnels and Turrets topic. This topic involves an exciting trip to Warwick Castle. The children discuss the features of a castle and why they were important in the past.

In Year 2, the children are introduced to key figures in the history of space exploration. They begin to make comparisons between such figures as Neil Armstrong and Tim Peake and they explore how the features of space travel may have changed over time. Throughout this topic the children will be encouraged to use different sources of information to carry out their own research. To challenge the pupils further, they are given the opportunity to learn about the prehistoric period. The children will make comparisons between life in the past and the present. Our Year 2 pupils are also encouraged to look at life through the eyes of important figures such as Florence Nightingale. This allows the children to apply their writing skills in History and write in the first person from different perspectives.

A significant experience that we offer to all of our pupils is our Victorian day. This is where we celebrate our schools history. Pupils use a variety of sources that have been gathered by staff and pupils over the years to research what happened in our school in the past and how it differs to our school now and the changes that have occurred over time. They are also encouraged to make comparisons between their own experiences in school and the lives of the children who previously belonged to our school when it first opened in 1899. This is all brought to life, by everyone dressing up in Victorian costume and living out a day in our school as it would have been over a hundred years ago.

History in the EYFS

History is taught in the Early Years through both child-initiated and adult led activities under the areas of learning and development called: Understanding the World. Within this area there is an Early Learning Goal called 'Past and Present'. The children are first given the opportunity to talk about members of their immediate family and community – the family of the teacher and how many different types of families there are. They are then given the opportunity to find out

about past events in their own lives, and the lives of their families and other people they know and discover the meaning of new and old in relation to their own lives. Pupils will also have images from the past of places and people and stories that help them begin to develop an understanding of the past and present. One of the main focuses of this type of activity will be to draw out common themes of bravery, determination, kindness and difficult situations and talk about these things in the context of children's experiences with these themes.

During Victorian Day, the children will explore pictures, stories, artefacts and accounts from the past about our Victorian school building. These will be explained by looking at the similarities and differences and how things have changed over time.

SMSC and PHSE

Our pupils will learn to work effectively with their peers and others, and build positive relationships and confidence. History will help them to develop an understanding of other cultures and develop positive attitudes through appreciating traditions and beliefs from other societies. The children will develop a sense of enjoyment and fascination in learning about themselves, others and the world around them and they will be given the opportunity to reflect on their own experiences. Finally, our pupils will learn to understand and appreciate the wide range of cultural influences that have shaped their own heritage and our community.

Pupils' Experiences

In History opportunities will be created for pupils to:

- Regularly access a range of resources such as timelines, books, artefacts and photographs to support their learning.
- Go on regular educational historical visits to support them in applying their knowledge to the real-life world.
- Be given the opportunity to celebrate key events in History through music and dance with our Artis - language and drama specialist.
- Our children will also take part in a whole school 'History Week' where we focus on the history of our school and participate in Victorian Day. The children dress up as a child from the Victorian Era and role play life in a Victorian classroom.

History and Inclusion

We provide equal opportunities by ensuring that:

- Tasks and resources are differentiated to ensure all abilities have access to the curriculum.
- SEND pupil's needs and outcomes are catered for to support their learning by utilising LSA's effectively and linking EHCPs to the activity being done, where possible.
- Children's interests are followed to promote progressive learning.
- Children have the chance to build on their own learning and outlook on life.
- Resources are accessible in classrooms and the children are encouraged to use these independently.

- Child initiated learning is initially continued in Year 1 to allow the children to adapt to a new style of teaching and learning in Key Stage 1.

Assessment for learning

Children demonstrate their ability in history in a variety of different ways. Teachers will assess children's learning by making informal judgments as they observe them during lessons. By asking frequent and directed questions, throughout the lessons, to assess their learning and immediately address any misconceptions. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback, as necessary, to support the child in making progress. Pupils are also encouraged to make judgments about how they can improve their own work. A judgement is made by the class teacher with regard to the progress a child has made and this is recorded on a subject specific matrix. The subject leader looks at examples of children's work across the year groups and monitors these against the expected attainment for the end of Key stage. Subject Matrixes are gathered in termly by Subject leaders to monitor progress of individual children within classes.

Resources

Each History topic is well resourced so that the children can immerse themselves in their learning. We also have a wide variety of photographs and sources from our schools history that the children can explore and discuss as well as role play resources to help the children to look through the eyes of those in the past.

Our school building is also a fantastic resource. It provides us with some brilliant opportunities to explore the history of our school and to compare how school life has changed over time.

Monitoring

The coordination and planning of the history curriculum is the responsibility of the subject leader, who also:

- supports colleagues keeping informed about current developments in subject and by providing a strategic lead and direction for this subject;
- discusses progress with the head teacher and evaluates the strengths and weaknesses in their subject and highlighting areas for further improvement;
- arranges time to review evidence of the children's work;
- observes History lessons taught by class teacher in order to provide constructive feedback, highlighting positive areas and areas for improvement; directing colleagues to sources of support including in house good practise;
- Provide a termly summary to Governors.

This policy is reviewed every three years.

Signed: J Middleton

Date: September 2022