



CROFTLANDS INFANT AND NURSERY SCHOOL

History Policy

Definition of History

History is about events that have taken place in the past, whether it is 100 years ago or last week. It is also about people: people from this country and from other countries around the world. It is about people's actions, the reasons for them and the evidence that remains of them. It is about changes that have occurred and the causes and consequences of these changes. History is about the relationship between the past and the present. Skills developed through historical enquiry have a wide application to everyday life and historical awareness promotes responsible citizenship.

Aims

History at Croftlands Infant and Nursery School aims to provide pupils with a thorough understanding of the past of both Britain and the wider world. We aim to ensure that children are able to think critically when examining evidence and can develop their own opinions, which they can then back up with their historical knowledge.

FOUNDATION STAGE:

- To develop a sense of time through events in stories and in children's own lives and their family relationships using appropriate vocabulary.
- To develop an awareness of time and change. Learning about seasons and life cycles through photographs and artefacts.

KEY STAGE 1:

- To develop an awareness of history and a sense of chronology through the study of the lives of people and events in the more distant past.
- To know where the people and events they study fit within a chronological framework.
- To understand the methods of historical enquiry through using a variety of sources to compare lives, past and present, and question events in the past.

Teaching & Learning

We are committed to developing & stimulating the children's interest in history through a variety of interactive methods and cross curriculum links, providing open ended tasks and activities.

FOUNDATION STAGE:

Pupils develop a sense of History through the 'Knowledge and Understanding of the World' area of development.

KEY STAGE 1:

History is taught as whole class topics. The children will follow one history topic each term; this is usually taught as a block following the history medium term plans. A variety of teaching methods are adopted to suit the particular topic, and links with other subjects such as art, literacy, technology and geography are included where appropriate. The children will carry out historical enquiry inside and outside the classroom, asking questions about people's lives and homes. Wherever possible the children will link work done in the classroom to practical activities using the local environment. When visiting historical places of interest the children will follow the procedure set out in the school's health & safety policy.

A variety of enriching teaching approaches are encouraged:

- Teacher presentations, role-play and story telling.
- Question and answer sessions, discussions and debates.
- Investigating artefacts, maps, photographs, paintings and other documents as sources of evidence.
- Computing - interactive white board and internet resources, CD ROMs, TV and other visual and audio resources.
- Fieldwork, visitors and visits to museums and sites of historic interest.

A creative approach to the History curriculum by both teachers and children is encouraged. Links are recommended between History, Literacy, Citizenship, Science, Technology and other curriculum areas wherever possible. This makes it more likely that a rich humanities curriculum can be delivered, as well as providing a more creative, enjoyable approach to teaching and learning.

Differentiation

- By outcome (particularly in whole class teaching)
- By resources
- By teacher intervention

Assessment

We assess the children's work in History by making informal judgements as we observe the children's responses to questions and set historical tasks.

Equal Opportunities

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of History. British History, where possible, is set within the context of Europe and the World. When selecting source material a range of perspectives and viewpoints are represented, including those of men and women of different racial, national or religious groups. Care is taken that societies are not just represented from the British perspective but also from their own. The importance of the pupil's own cultural background is recognised as a resource which may give an alternative view of events from the past as well as the present.

Health and safety

Fieldwork and site visits are an important part of Historical work and school health and safety guidelines will be adhered to at all times.

Roles and responsibilities

It is the role of the History co-ordinators, under the guidance of the Head teacher:

- To organise History within the curriculum and to ensure progression and development.
- To assist with and monitor planning and quality of delivery of the new curriculum.
- To keep abreast of developments within History and carry out INSET when required.
- To monitor and update resources.