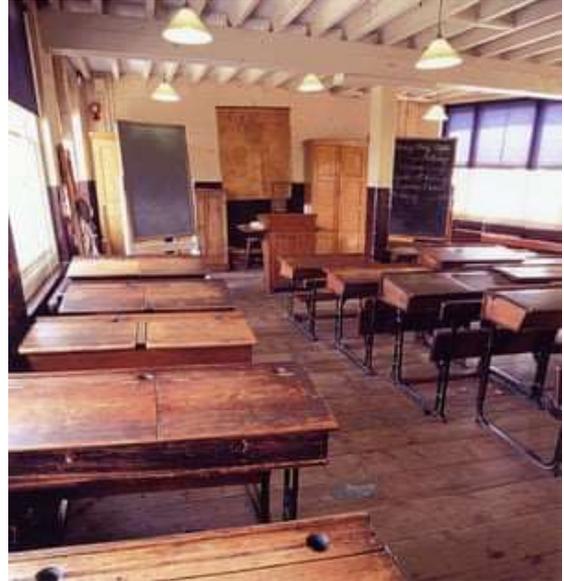


History Policy



Pentland's History Policy

At Pentland Infant and Nursery School we believe that History is an essential part of the curriculum as it provides a means of exploring and understanding the world we live in. History is about events that have taken place in the past, whether it is 100 years ago or last week. History stimulates curiosity and allows for children to build upon their knowledge of chronological understanding, historical enquiry, historical interpretations, organisation, communication and understanding of events, people and changes. Skills developed through historical enquiry have a wide application to everyday life and historical awareness promotes responsible citizenship.

This policy outlines the teaching, organisation and management of how History is taught at Pentland Infant and Nursery School. The policy has been drawn up after staff consultation and its implementation is the responsibility of all teaching staff.

AIMS AND OBJECTIVES

At Pentland, through our teaching of History we aim to:

- Teach the knowledge and skills necessary to gain historical perspective;
- Support children's sense of wonder and curiosity about the past;
- Provide pupils with a thorough understanding of significant events, people and places from the past;
- Learn about changes in living memory and aspects of national life;
- Ensure that children are able to think critically when examining evidence;
- Help children develop their own opinions, which they can then back up with their historical knowledge.

OUR HISTORY CURRICULUM

EYFS

In the EYFS, History is planned and taught through the curriculum area 'Understanding the World', which is split into two strands: 'Past and Present' and 'People, Culture and Communities'. The children are taught to develop a sense of time through events in stories and in their own lives. They are taught to look closely at similarities, differences, time,

patterns and change. Children are taught about significant events and individuals from the past. Examples of EYFS statements pertinent to History include:

'Past and Present'

- 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.

'People, Culture and Communities'

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

Key Stage One

Within Key Stage One we implement the new National Curriculum as well as incorporating history driven Cornerstones projects. This also works alongside the Pentland Progression of History skills so that the curriculum is personalised to our school. Key Stage One History focuses on: Chronological Understanding, Historical Enquiry, Historical Interpretations, Organisation and Communication and Understanding of Events, People and Changes.

The National Curriculum outlines that pupils should 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;
- significant historical events, people and places in their own locality.

HISTORY PLANNING

Planning is carried out on three levels across the whole school. This includes: long term planning which provides an overview of the geography projects covered over the academic year; medium term planning which provides an overview of each half term; and short-term planning, which outlines individual lesson objectives. The history projects are well sequenced and allow pupils to gain a progressively deeper understanding and competency as they move through school. History planning is the responsibility of individual teachers and should be clear, meet the expected objectives, match the level of the work to pupils' ability and needs. A variety of teaching approaches are used to ensure progression and challenge for pupils. There is a key focus on personalised hands-on experiential learning throughout the school. Lessons include a blend of whole class teaching, group work and individual work

CROSS CURRICULAR LINKS

History at Pentland is delivered by class teachers in a variety of ways – often it is taught as a discrete subject through a history driven project. Where there are opportunities for making meaningful connections with other subjects/projects history projects are sequenced accordingly. There is a key emphasis on developing pupil's levels of literacy, especially oracy, by communicating their knowledge and skills. Technology is used various ways to support teaching and motivate pupils learning. This includes use of computers, iPads, video clips, audio visual aids and the internet. As far as possible, history is delivered through practical lessons, with historical artefacts, re-enactments, visits and visitors playing a key part.

ASSESSMENT

EYFS:

In the EYFS, the key form of assessment is through observations within the continuous provision. Skilled adults link these observations to the EYFS and identify the next steps in learning. This evidence is collected using the Evidence Me profile builder and collated in a personalised learning journey for each child. At the end of the EYFS, the children are assessed against the appropriate Early Learning Goals as either emerging, expected or exceeding.

Key Stage One:

Short term assessments are used informally in each lesson to check pupils understanding and also to provide pupils with their next steps. Once a history project is completed the objectives the children have achieved are highlighted in the front of their history book. Assessment data is also added onto the schools' main assessment system, Target Tracker, so it can be analysed and shared with all staff. Feedback is given to parents about pupil progress at parent's evenings and through the child's termly school reports.

INCLUSION AND EQUAL OPPORTUNITIES

At Pentland, all children have regular access to history teaching and activities appropriate to their stage of development. History activities are carefully planned and differentiated where appropriate for children with SEN and gifted children. Providing learning challenges for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied resources and opportunities. Through the delivery of the history curriculum, we will ensure that we: eliminate discrimination, foster good relations and advance equality of opportunity.

ROLE OF THE SUBJECT LEADER

The role of the History subject leader is:

- To provide an overview of the History curriculum from EYFS to the end of Key Stage One;
- To provide a progression of skills document to ensure progression and continuity in history skills and knowledge throughout the school;
- To keep up to date with developments in history education and disseminate information to colleagues;
- To monitor assessment and progress in history across the school;
- To conduct observations of lessons, work sampling and children's voice to enable regular review of different aspects of teaching and learning;
- To take responsibility for the purchase and organisation of central resources for history;
- To write and review the history policy;
- To liaise with the governors and keep them up to date with our history curriculum.

Policy completed by: Emma De'Ath

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