



Elmsleigh
INFANT & NURSERY SCHOOL

History Policy

2023-2024

Intent

At Elmsleigh Infant and Nursery school, we aim to stimulate children's interest and understanding about the life of people who lived in the past and ways in which it differs from the present. We believe that learning about the past helps children to make sense of the world in which they live and to develop analytical thinking.

We believe that the study of History makes a valuable contribution to the children's understanding of all aspects of life giving a sense of identity and heritage.

Aims

- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To understand the values of our society.
- To learn about 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 knowledge of chronology within which the children can organise their understanding of the past.
- To enable children to know about significant events in British history and to appreciate how things have changed over time.
- Children develop a range of skills and abilities - particularly those relating to finding out about the past, explaining what happened, and what people then, and now, think about what happened.

Teaching of History

Teaching and learning in History focuses on enabling children to think as historians.

Our curriculum aims to enable children to find out about the past from a range of sources – using primary and secondary sources, handling artefacts, making use of local area and visits to museums and sites of historical significance.

Through carefully planned progression, we develop children’s understanding and skills in looking at and interpreting evidence including recognising that the past can be represented in different ways.

We develop skills of research and note taking and to present findings in a variety of ways such as in written, oral or pictorial form as well as using ICT.

Our history curriculum teaches children to identify why people did things, the main characteristics of different societies at different times including links between times studied.

Teachers at our school are responsible for including all or part of the 5 key elements of History into their topics. The key elements are intended as a guide to planning units of work. It may not be appropriate to include all 5 key elements within each study unit.

The five key elements are:

Knowledge	1. Chronological understanding 2. Knowledge and understanding of events, people and changes in the past
Skills	3. Historical interpretation 4. Historical enquiry 5. Organisation and communication
Vocabulary	At Elmsleigh, we believe that language for thinking and familiarity with key vocabulary

	underpins the acquisition of conceptual understanding; analytical thinking; the development of opinions; the ability to make links between cause and effect, action and impact, and the way one event can lead to another. Vocabulary further enriches students' ability to organise and communicate their findings in a variety of ways.
--	---

Teaching Styles

History is taught as a stand alone subject linked to the topic theme. It contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy lessons are historical in nature.

Children develop verbal skills through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

History teaching contributes to the teaching of Mathematics in a variety of ways. Children learn to develop an increasing understanding of time, and use numbers when developing a sense of chronology through activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

ICT is used in History teaching where appropriate. Children use ICT in History to enhance their skills in data handling and in presenting written work, and they research information using the Internet.

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made, changed and appreciate that racism is a harmful aspect of society when thinking about Black History Month. They learn how society is (and long has been) made up of people from different cultures, and start to develop tolerance and respect for others.

When teaching History, we contribute to the children's spiritual development where possible. Children find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Early Years Foundation Stage

History teaching at Elmsleigh makes a significant contribution to the development of each child's knowledge and understanding of the World. We provide activities such as examining photos of themselves at birth and looking for change over time, using stories that introduce a sense of time and people from the past, comparing artefacts from different times e.g. teddies, and making the most of opportunities to value children's histories from their own and other cultures.

In the Nursery and Reception classes History is taught as an integral part of topic work covered during the year. In the Foundation Stage History is about having the opportunities to find out and learn about the

world they live in and discover the meaning of new and old in relation to their own lives. The history side of the children's work is related to Understanding the World objectives set out in the Early Years Foundation Stage Curriculum.

Key Stage 1

During Key Stage 1 children learn about people's lives and lifestyles from the more recent past. They listen to and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present. Children begin to learn about the more distant past through topics that have a direct connection to our local area. They use the primary resources available to help them understand a life very different from their own.

Strategies for the teaching of History

At Elmsleigh Infant and Nursery school, the predominant mode of teaching involves whole class teaching with differentiated tasks although individual work and class History teaching are used where appropriate within this structure.

The emphasis on our teaching of History is on both primary experience, such as handling artefacts, as well as using secondary sources, such as non-fiction and story books.

We encourage children to take an active role in their learning and provide opportunities for children to develop the key skills of communication as well as improve their own learning performance. History is celebrated throughout the school through displays, presentations of work to other members of the school, and Black History month.

Citizenship

We encourage children to become aware of their role as a citizen. During History we encourage children to reflect on and discuss the moral and social issues that arise in lessons; for example, comparing the feudal system with a modern democracy or discussing the development of the first fire fighting forces, and how they differ from a modern Fire Brigade, following the Great Fire Of London. Through this we seek to develop children's concepts and attitudes towards right and wrong, in line with the spiritual ethos of the school.

We teach History with the British Values of democracy, mutual respect, liberty, rule of law and tolerance in mind at all times and ensure we incorporate them into our lessons wherever possible.

Resources

Our aim is to present a range of resources to support the teaching and learning of History both inside and outside the school.

In school there is a developing bank of physical resources linked to topics, kept in the History cupboard alongside a variety of general books. Teachers know where to find linked ICT activities and video clips, for example by using Purple Mash, You Tube or Online resources.

Teachers are encouraged to make use of the resources outside the school through visits to historical sites and museums. There is a developing folder of contact details for visits available to help staff make use of these resources.

Assessment and Recording

Assessment in History is in line with the school's Policy for Assessment.

In the EYFS, assessment is continuous and based on teacher judgements of whether a child's learning is on track or not on track.

In KS1, Teachers are expected to assess at the end of each topic against National Curriculum descriptors, which enables teachers to track each child's progress.

Monitoring of History takes place throughout the school by:

- Observations of individual lessons.
- Monitoring of tracker children's books.
- Discussions with both adults and children.
- Monitoring of assessments recorded on tracking software
- Looking at classroom displays.
- Whole-school book scrutiny days.

Inclusion

At Elmsleigh Infant and Nursery school, all children have access and work / activities are adapted in History lessons regardless of age, sex or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for both boys and girls, taking into account religious and cultural beliefs and enabling those with disabilities to have full participation.

More Able Learners

More able learners will be identified as part of our formative and summative assessment procedures. We will provide for their needs through a framework of high quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviours, including: greater reflection, problem solving and enquiry, making connections, higher order thinking skills and independent learning. The progress of more able learners will be rigorously tracked to ensure more able children reach their full potential.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.