

## Pinewood Infant School and Foundation Unit

### History Policy

#### Introduction.

At Pinewood we plan our History teaching in accordance with the National Curriculum 2014 History programmes of study for key stages 1:

*'Purpose of study A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, 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.'*

DfE History Programme of Study for Key Stages 1 and 2

#### History and the National Curriculum

The National Curriculum 2014 for history aims to ensure that all pupils at KS1 should:

- Develop an awareness of past using common words and phrases relating to the passage of time
- Have a chronological understanding - Know where the people and events they study fit with a chronological framework
- Identify similarities and differences between ways of life in different periods
- Use a wide vocabulary of everyday historical terms
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented
- Ask and answer questions

At Pinewood our history curriculum is centered on inspiring pupils' curiosity to know more about the past; to ask perceptive questions and think critically and to understand the process of change over time. We aim to provide children with as many hands on experiences as possible in order stimulate curiosity and deepen learning.

#### Key Areas for teaching in KS1:

1. Changes within living memory.
2. Events beyond living memory that are significant nationally or globally
3. The lives of significant individuals in the past who have contributed to national and international achievements.
4. Significant historical events, people and places in their own locality (e.g. Nottingham castle)

Although History is not taught as a separate subject in our foundation stage, the DfE Statutory Framework for the Early Years Foundation Stage provides opportunities for historical aspects through:

*'Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.'*

DfE Statutory Framework for the Early Years Foundation Stage 2014

### **Teaching & Learning**

Through Historical learning we develop children's imagination and encourage children to improve their questioning, discussion and research skills. We utilise a variety of teaching and learning styles to suit all types of learners. This will include visitors to schools, visits to relevant places and handling of artefacts, drama, use of ICT. By encouraging children to communicate their learning through discussion, writing, art and drama we enable our children to find out about the events, people, and changes studied. We endeavour to use a variety of historical sources, including ICT, documents, printed sources, the internet, CD ROMS, pictures and photographs, music and artefacts.

This policy has been written with regard to the aims and objectives of the Special Educational Needs policy and the school's Disability Equality Scheme. Therefore all lessons are planned using differentiation, and take into account a range of learning & teaching styles to cater for all pupils. In some cases individualised learning programmes are adopted and a variety of methods to present and record pupils work are offered. In this way all children have the opportunity to reach their potential, regardless of their need or disability.

### **Assessment.**

Assessment plays an important part in helping parents, carers and staff to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. Children's learning is assessed summatively using National Curriculum attainment targets for Key Stages 1.

### **Monitoring and Evaluation.**

Monitoring and evaluation activities are carried out by the History Coordinator with the support of the SLT. This includes of history key skills. Breadth of study is monitored by an identified curriculum team using the National Curriculum.

All policies are reviewed on a regular basis.

Rachel Otter (History Lead on Maternity Leave)  
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