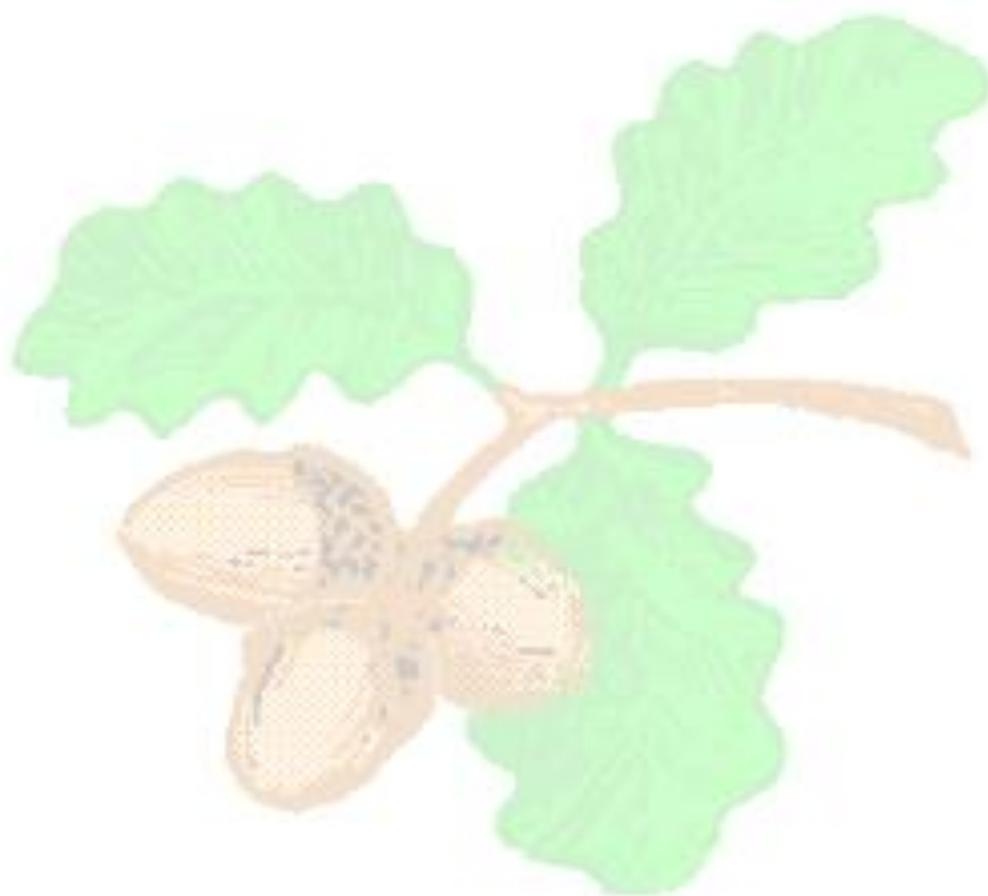


**CHURCHFIELDS INFANTS' SCHOOL.
NURSERY UNIT
& LANGUAGE FACILITY**



**HISTORY
POLICY**

**CHURCHFIELDS INFANTS' SCHOOL
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HISTORY POLICY

Curriculum

Early Years Foundation Stage

“Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self- assured”

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

Within the Early Years children will be guided to talk about past and present events in their own lives and in the lives of family members. They understand that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

[EYFS Development Matters revised 2014](#)

Key Stage 1

“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.”

[\(National Curriculum document for history, 2013\)](#)

Aims

Early Years Foundation Stage

We recognise each pupil as a **unique child** who reaches out to relate to people and things through the **characteristics of effective learning**, which move through all areas of learning.

- Playing and exploring – engagement with their environment through finding out and exploring; playing with what they know; being willing to ‘have a go’
- Active learning – motivation, demonstrated through being involved and concentrating; keeping trying; ‘enjoying achieving what they set out to do’
- Creating and thinking critically – thinking, characterised by having their own ideas; making links; choosing ways to do things

Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers. We aim to provide enabling environments which value all people, value learning; and which offer stimulating resources, relevant to all the children's cultures and communities; rich learning opportunities through play and playful teaching and support for children to take risks and explore.

[EYFS Development Matters 2014](#)

Key Stage 1

We will teach the national curriculum for history; we believe that children should be encouraged to develop an awareness of the past by studying the present and the past and making distinctions. We aim to help children gain an awareness of their own lives and of changes which have taken place and, through this, a greater understanding of the everyday lives of people both within and beyond living memory.

During years 1 and 2 we seek to help our pupils to:

- develop a sense of curiosity and imagination in asking and answering questions about the past
- enjoy stories from the past
- learn a range of skills necessary to develop historical enquiry, such as observation and comparison
- acquire an interest in the history of their immediate environment
- sequence events to develop a sense of chronology
- use common words to indicate the passing of time
- use sources of information, such as artefacts, pictures, stories, eye-witness accounts, visits and visitors and ICT-based sources to find out about the past
- select from their knowledge of history and communicate their findings in a variety of ways
- appreciate music and art from the past

Attainment

Early Years Foundation Stage

‘Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.’ [EYFS Development Matters](#)

Key Stage 1

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the subject content.

Children know about changes within living memory. They will also have knowledge of events beyond living memory that are significant nationally or globally for example, the Great Fire of London. The lives of significant individuals in the past who have contributed to national and international achievements are also important and some should be used to compare aspects of life in different periods. Children will also know about significant historical events, people and places in their own locality.

Recording takes a variety of forms including factual and creative writing, pictorial forms, time lines and drama activities.

Equal Opportunities and Inclusion

Teachers are responsible for providing experiences and activities that encourage full and active participation by all children, irrespective of ability, gender, race or religion.

Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief and other areas.

Special Educational Needs and Disabilities (SEND)

A wide range of pupils have SEND. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The [Special Educational Needs and Disability Code of Practice](#) includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. Teachers will refer to the SEN and Disability Code of Practice to be clear about what should be done to meet their pupils' needs, in teaching, learning and assessment.

English as an additional Language (EAL)

Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages. The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in History as in all subjects.

Resources

History resources are stored in boxes in the year 2 area. The following resources are used to further learning:

- Artefacts
- Art pictures
- Photographs of local buildings and objects
- Information books, including big books
- Fictional stories set in the past
- ICT resources, including videos and internet resources
- Published resource files for history

In addition, year group leaders arrange relevant visits or visitors to enhance historical learning with the support of the co-ordinator. Parents are also informed in termly topic letters of possible places to visit in the local area which are relevant to the topics being studied.

Assessment and Reporting

We use assessment to inform and develop our teaching. We give feedback verbally and mark work in line with the school's marking policy.

Reporting to parents is carried out in line with the school reporting procedures.

Monitoring and Evaluation

The Humanities Co-ordinator is responsible for monitoring the implementation of the policy as deemed appropriate, by: monitoring planning, to ensure it reflects the national curriculum; monitoring lessons and giving feedback to the teacher; discussing standards with the Headteacher and SLT.