



History Policy

Agreed January 2021
To Be Reviewed January 2024

History Policy

Our Vision

At Castle Hill Infant School we aim for history to be taught so that pupils develop an awareness and understanding of Britain's past and that of the wider world. It will inspire pupils' curiosity to find out more about the past, encouraging them to ask questions, think critically and start to make judgements. By attempting to bring history to life through the use of photos, stories, computing, drama, music, dance and artefacts, pupils can be helped to form a chronological awareness of how our ancestors lived and why we live the way we do today.

Aims

1. To develop an interest in the past and of how it differs from the present
2. To understand changes in their own and their family's lives
3. To learn about important events and individuals in the past
4. To develop awareness of periods beyond living memory
5. To develop a sense of chronology
6. To learn from a variety of sources and artefacts
7. To begin to form opinions
8. To suggest reasons for historical actions

Objectives

For pupils to -

1. Begin to understand that they will be part of history
2. Appreciate changes within theirs and their family's living memory
3. Know about significant events beyond living memory
4. Know about the lives of significant individuals in the past
5. Develop an awareness of the past, using common words and phrases relating to the passing of time e.g. past, present, future
6. Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods
7. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
8. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Resources

Historical resources are kept in the history cupboard in class 6. These include photographs, maps, posters, artefacts and reference books. Internet (search engines) and film clips are also a valuable source of information for our children. Film clips and further artefacts can be hired from the History centre to which the school subscribes.

Resources from outside the school are also used for example, visits from the fire brigade for Year 2's Fire Fire! Topic and from The Thorneycroft Society for Year 1's 'Wheels on the Bus' topic. Other visitors 'in role' or with relevant real life experience, are regularly used to enhance children's learning opportunities.

Differentiation

Teachers aim to give children tasks matched to their individual needs. No one teaching strategy will be sufficient in itself to ensure appropriate differentiation, but teachers will usually select one or more of the following approaches:

- children may be given different tasks
- children may be given different resources to assist them
- children may be given differing levels of support by the teacher and other children
- children may be given open-ended tasks which allow for a range of different outcomes

Assessment

Formative assessment is done during lessons and teachers utilise a variety of methods (questioning, discussion, marking and feedback) in order to determine how each child is progressing.

In formal terms we record progress annually on the written report to parents.

Early Years Foundation Stage

In accordance with the Early Years Foundation Stage Statutory Framework we give our children opportunities to talk about past and present events in their own lives and in the lives of family members.

Safety

Teachers are responsible for the safety of their children and they ensure at all times that the children are working and behaving in a manner that will not cause harm to themselves or to other children. A risk assessment is carried out prior to any visits.

Linked Policies:

- SEN Policy
- Able Child Policy
- Single Equality Policy
- Curriculum Policy