

Beddington Infants' School

Policy for History

At Beddington Infants' School we are all historians. Learning about the lives of people who lived in the past and asking questions helps us make sense of today's world, as well as developing the sense of our own identity.



Intent

The vision for our school is rooted in an understanding of, and respect for, the incredible capacity of every child.

With a focus on basic skills and strong academic achievement our curriculum has evolved to enable each child to engage at a high level and therefore to achieve his/her personal best. Our provision is inspired by the Italian **Reggio Emilia Approach**. It is an experiential provision for both children and adults.

'Tell me and I forget. Teach me and I remember. Involve me and I learn.' Benjamin Franklin

Children

- are respected as individuals with something valuable to say
- have a genuine input into the direction of their learning
- are empowered to engage fully with the learning process, to take personal responsibility and to develop skills for life
- are given a variety of opportunities to explore the world in which they live, indoors and outside, developing positive attitudes to all weathers
- are supported in developing positive relationships with children and adults across the school
- are given regular, meaningful opportunities to express themselves.

Our aims in teaching history are that all children will:

- Be encouraged to develop our understanding of time relative to their own lives, so that they have a greater sense of chronology.
- Begin to understand how the past is different from the present and that people of other times and places may have had different values and attitudes from ours.
- Begin to understand and interpret the past and within this to develop a range of skills on which to base judgements.
- Begin to understand the nature of historical evidence by using the process of enquiry and by developing a range of skills needed in order to interpret primary and secondary resources.

- Develop lively, independent, enquiring minds and the ability to question and argue rationally.
- Gain knowledge and sensitivity to other people of different times and cultures by learning about major issues and events in the history of their own country and of the world.
- Become familiar with and use a range of historical vocabulary and the vocabulary of time.

Implementation

Early Years Foundation Stage

Children have open-ended opportunities to explore history during independent learning.

Structured, exploratory play occurs daily. Children have the opportunity to work collaboratively and individually, responding to open-ended questions posed by adults. Verbal feedback is a valuable way to take the children's thinking and learning further.

Resources are available during continuous provision to enable our learners to explore a range of skills independently. The permanent areas that link to history are imaginative play, construction, the world, technology and creative play. These are permanent areas in both nursery and reception.

History is linked to the following areas of learning:

- communication and language
- understanding the world
- expressive arts and design.

Ongoing observations are made in these areas to record and assess the development of skills.

Observations are recorded in children's individual learning journeys.

Key Stage One

History and Geography are taught in alternate half terms. The learning in History for each Year Group is topic based. Historic skills are taught alongside knowledge of specific events, people or places.

Children will develop their history skills and knowledge through adult focus group learning and independent challenges across the learning environment.

Following the National Curriculum guidelines children learn about:

- changes within living memory.
- events beyond living memory that are significant nationally or globally.
- the lives of significant individuals in the past who have contributed to national and international achievements.
- significant historical events, people and places in their own locality.

The emphasis in our teaching of History is on:

- First hand interactive experience where possible.
- Discussions with targeted questions from different resources.
- Encouraging children to take control of their own learning.
- Using a variety of mediums and strategies to deliver knowledge.
- Ensuring children use this acquired knowledge in a variety of ways.

Planning in History is a process in which all teaching staff are involved.

- Long term plans/Curriculum Map
- Medium term plans
- Knowledge Organisers
- Weekly plans
- Plans are checked regularly by the Senior Leadership Team.

Children's progress in History is recorded through:

- Ongoing assessments, with a termly summative assessment.
- Photos/Videos/Artwork.
- Regular feedback.
- Pupil Voice.

Reporting to families occurs formally and informally through:

- Curriculum letters informing families of coverage.
- Sending learning home to be shared termly.
- Sharing Learning Sessions each half term.
- Open Evenings (3 per year).
- End of Year Reports.

Resources used include:

- Visits to places. e.g. Wallington War Memorial and local buildings.
- A range of appropriate resources, including artefacts linked to topics taught.
- Teacher's resources and reference materials.
- Computers and appropriate software.
- Children's books relevant to the topic.
- Interactive displays.
- Visits from members of the community.
- Families.

Pupils with additional needs:

When planning history activities, differentiation is considered so that all children can access the history curriculum.

A range of teaching strategies will be employed catering to the children's needs. For example a more practical approach or pictorial recordings may be used with children that find accessing the writing part of the history curriculum difficult.

Accelerated learners are given the opportunity to carry out further research into the area being taught. They will also be extended through different types of open questions that encourage the children to think more empathetically. Accelerated learners will be encouraged to work with increasing independence and taught the strategies with which to do so.

Diversity

We provide an inclusive history curriculum, which is appropriate and accessible to the needs and abilities of all pupils in accordance with the School's Equal Opportunity Policy. We use the pupils' personal experiences when learning about a range of cultures and traditions. We are committed to providing an unbiased curriculum.

Impact

At the end of EYFS children should have achieved the following ELGs:

Understanding the World (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

Understanding the World (People Culture and Communities)

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

By the End of Key Stage 1 children should develop an awareness of the past, using common words and phrases relating to the passing of time.

They should 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.

They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

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