

PALFREY INFANT SCHOOL

HISTORY POLICY

Lead Teacher: D Patel



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Governing Body: 9 October 2024

As a Rights Respecting School we believe:

Every child has to learn and have an education. Article 28 & 29

Every child has a right to be safe from harm and abuse. Article 19

Every child has a right of freedom of expression. Article 13

Every child has a right to be part of a community and practise his or her own religion and use his or her own language. Article 30

Every child has a right to rest and leisure. Article 31

Every child has a right to keep healthy. Article 24

We believe we fulfil these rights at Palfrey Infant School

Introduction

This policy sets out the aims and strategies for the successful delivery of the history curriculum at Palfrey Infant School. Our curriculum enables our children to meet the aims and attainment targets set out in the National Curriculum 2014.

At Palfrey Infant School we believe that every child should develop a rich, coherent knowledge of the past through the teaching of local, national and world history. We believe in providing opportunities for our children to study significant individuals, events and ideas from the past and reflect on how they have made positive contributions to the world and society we live in today. We understand the importance of teaching both substantive and disciplinary knowledge. We provide opportunities for our children to learn knowledge about people, events and ideas in the past through enriching and engaging learning experiences that allow children to investigate as historians do. It is very important that we encourage our pupils to be curious, ask questions and make comparisons between their own experiences and the experiences of those recorded in history. Teaching a sense of chronology is at the heart of our curriculum. It is very important to us that the children develop their awareness of the past and know where people and events fit chronologically and to support them to build a 'mental timeline' that they can refer to as they continue their learning journey in history.

Aims

At Palfrey Infant School we want to inspire our children to be curious and creative thinkers in history. We aim for all children to;

- Begin to develop a rich knowledge of local, national and world history.
- Become inquisitive about the past and ask questions.
- Begin to develop confidence in making simple interpretations of a range of historical evidence.
- Begin to build an awareness of how certain people and events in the past have made their lives better today.
- Recognise how things change over time but some things have stayed the same.
- Develop their subject specific vocabulary in different contexts throughout our curriculum.
- Begin to understand chronology and where the people/ events they study fit in chronologically.

Curriculum: Early Years

History is taught in the Early Years through both child-initiated and adult led activities under the areas of learning and development called: Understanding the World. Within this area there is an Early Learning Goal called 'Past and Present'. The children are first given the opportunity to learn about history through the history of themselves and how they have changed. They are given opportunities to find out about past events in their own lives, and the lives of their families and other people they know. They are supported to discover the meaning of the past in relation to their own lives. Pupils study and discuss images, objects, people and stories from the past. They make simple comparisons between how things were a long time ago and now. This helps them begin to develop an understanding of the past and present. This foundation then allows for the progression of knowledge in KS1.

Curriculum: Key Stage 1

As a school we have chosen the Kapow History Curriculum scheme of work for Key Stage 1. This scheme of work supports our teachers in delivering varied, engaging and hands on lessons that help to raise standards and allow pupils to achieve their full potential. We provide a spiral curriculum where previous skills and knowledge are returned to, retrieved and built upon. This enables our children to embed key subject specific knowledge into their long-term memories. Our children study three six lesson units in Year 1 and a further three six-unit lessons in Year 2. The lessons are well sequenced and build upon prior knowledge. This allows children's knowledge and skills to be built in small manageable steps. Chronology is at the heart of our curriculum. Through studying different time periods, the children begin to develop an awareness of where people and events fit chronologically. Through teaching history, we place great importance on supporting the development of our children's vocabulary. Subject specific vocabulary is explained, applied in context and revisited throughout KS1 in different contexts to support the vocabulary to become embedded in their long-term memory. This scheme gives our pupils a strong foundation in history which will enable children to continue their learning successfully as they move on to the next key stage.

Assessment

Formative assessment opportunities are used by teachers to evaluate progress and inform planning. In EYFS all children are regularly assessed against the objectives from Development Matters and the EYFS Framework as appropriate. In KS1 teachers assess the children against the National Curriculum Key Stage 1 objectives on INSIGHT at the end of each unit to monitor progress. Teachers can also gain an understanding of children's attainment through their work and discussions.

Resources

The KAPOW history scheme of work is an online resource that all staff at Palfrey Infants have access to. The curriculum map for history has been informed by this scheme and shows teaching staff the progression of knowledge and skills to be taught through the school. The key vocabulary to be taught for each unit of work is mapped out for the year on this curriculum map. Each unit of work has a knowledge organiser available for the children to access when engaging in discussions about their learning and can be displayed on the learning wall and used for reference during lessons. Unit retrieval slides are available for teachers to use

prior to each lesson and during timetabled retrieval lessons to revisit key subject knowledge, in order to support knowledge retention. Useful teacher videos are also available on the KAPOW website to support teachers with subject knowledge. They accompany lessons so that all teaching staff can feel confident in the process of teaching history.

Other resources are located in the Humanities cupboard. These resources and artefacts are organised into topics so that staff can help themselves to what is needed to teach their unit of work and return when finished.

Equal Opportunities

History plays an important part in the life of our school. It is available to every child and all children take part in learning activities, making a positive contribution to the school. The history curriculum ensures that all children will have learning opportunities using and applying appropriate scaffolding where necessary.

Inclusion

At Palfrey Infant School, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Teachers set high expectations for all pupils in History. They will use appropriate assessment to set ambitious expectations and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study History, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in History.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Monitoring, Evaluation and Feedback

Monitoring standards of teaching and learning within history is the responsibility of the history Leader and the Headteacher. All children will have their own history book which is managed by the class teachers. These books will be monitored by the history Lead periodically alongside pupil voice discussions and staff discussions to review the success of the planning, teaching and learning in history. Findings will be documented on school impact cards and feedback given to teachers and senior leadership. Monitoring will also take place through scheduled learning walks and lesson observations. Any whole school areas for development will be discussed with senior leadership with relevant training or changes identified and carried out.

Roles and responsibilities

The role of the history Subject Leader is to:

- To produce and update policy documentation.

- To co-ordinate the scheme of work which will enable the delivery of History.
- To help with the organisation and lead where appropriate relevant INSET programmes for staff.
- To audit & monitor the resources available to staff to enable them to deliver the NC requirements for History and to fulfil the needs of the school policies on Inclusion, Equal Opportunities, Racial Equality, SEN and Disability and Non-Discrimination.
- To act in an advisory capacity when necessary to the Key Stage Co-ordinators to enable them to fulfil their roles.
- To maintain a Management File which includes monitoring the implementation and progress of the subjects throughout school.
- To produce a termly evaluation of the subjects and develop annually a three-year action plan.
- To deliver a summary of strengths and weaknesses.
- To liaise with other schools and agencies.
- To develop a budget bid in line with school financial procedures to maintain resources.
- 12. To liaise with the Assessment Co-ordinator (AH) to ensure that assessment and recording procedures are organised and up to date using Insight.

Relevant documents

EYFS curriculum document

KS1 National Curriculum

Assessment Policy & Procedures

Inclusion/ SEN Policy

KAPOW resources on their website