
Bushfield Road Infant School

History Policy

Bushfield Road Infant School Mission Statement

At Bushfield Infants, we provide a positive, happy and safe learning environment where all children feel valued and secure. We are committed to providing a rich and exciting curriculum, which encourages all children to meet challenges with enthusiasm and inspires them to succeed. At the heart of our school is a strong commitment to raising children's self-esteem and self-confidence, which enables them to become confident lifelong learners.

Communication and Interaction

We spend a huge part of our lives talking, listening and responding to people around us. We should never just expect communication to happen; we should take personal responsibility for the quality of our conversations. Almost everything we do, in and out of school, depends on talking and listening. Speech, language and communication skills are crucial for the development of a child's learning and for their social and emotional wellbeing.

For that reason, across all areas of our creative curriculum, we provide opportunities to talk, to listen and to respond to what we see and hear. (Please refer to The Communication, Interaction and Literacy policy for further information.)

History is our record of what happened in the past and why. It involves children studying men, women and children in different societies, cultures and countries.

Aims

Through a variety of teaching and learning styles we will encourage children to:

- be observant about the historical and social aspects of their local environment and national heritage;
 - develop a chronological framework for their knowledge of significant events and people;
 - be aware of the past and recognise links between local, national and international events;
 - compare and contrast the past with the present;
 - be interested in the world around them and its past;
 - ask questions, form hypotheses and collect and record evidence appropriately;
 - distinguish between fact and opinion and develop their own points of view;
 - be tolerant and respectful of the many value systems, cultures and peoples represented in the past and present;
 - understand society and their place within it, so that they develop a sense of their cultural heritage;
 - find out how evidence is used to make historical claims.
 - to develop the skills of enquiry, investigation, analysis, evaluation and presentation;
 - work individually and co-operatively, listening to and valuing the opinion of others.
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Teaching and Learning Styles

History teaching focuses on enabling children to think as historians. We encourage children to examine artefacts as well as using secondary sources for their research. When appropriate we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?' about information they are given.

We recognise the fact that in all classes there are children of widely different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

1. using a variety of teaching styles to engage visual, auditory and kinaesthetic learners, providing a multisensory learning environment in both Foundation Stage and Key Stage 1.
 2. embedding *Talk for Learning* and *Talk for Writing* in lessons across the curriculum and ask open-ended which can have a variety of responses, encouraging children to participate in discussion.
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3. grouping children in different ways such as mixed ability groups (Rainbow Groups) and talk partner collaborative work.
 4. Deploying classroom assistants effectively to provide appropriate support and challenge to children individually or in groups.

History curriculum planning

We use the National Curriculum as the basis for our curriculum planning in history. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the history topics studied over a two year rolling programme. Our medium-term plans give details of each unit of work for the term. Each class teacher plans for each lesson, based on the medium term plan. We plan the topics in history so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them increasing challenge as they move through Foundation Stage and Key Stage 1.

We teach history in the Early Years as an integral part of the topic work covered during the year. We relate the historical aspects of the curriculum to the objectives set out in the guidance for the Early Years Foundation Stage (Early Learning Goals). History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world.

The contribution of history to other subjects

History contributes to many subjects within the primary curriculum by providing the children with opportunities to:

English

- use the skills of reading, writing, speaking and listening
- discuss historical questions
- present their findings to the rest of the class

Mathematics

- use numbers when developing a sense of chronology through completing activities such as time-lines.
- interpret information presented in graphical or diagrammatic form

Information and communication technology (ICT)

- use their skills in data handling and in presenting written work
- research information using the Internet and CD-Rom encyclopaedias
- use the digital camera to record and use photographic images

Personal, Social and Health Education (PSHE) and Citizenship

- learn about past events in their own lives.
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- learn how some famous people have contributed to change in our community.
 - learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development

- discuss moral questions, or what is right and wrong
- understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Special Educational Needs

We teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEPs).

Every Child Matters

History supports the principles of Every Child Matters agenda by

- giving them the opportunity to compare modern lifestyles with those from past periods
 - enabling them to develop a tolerant understanding of a variety of perspectives
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- providing children with activities catering for a range of learning styles
 - providing opportunities to explain and justify their ideas
 - enabling children to understand how economic change has affected people's lives

Assessment and recording

We assess children's work in history by making informal judgements as we observe them during each history lesson. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the expectations stated in the medium term planning. We use this to inform future planning and we pass this information on to the next teacher at the end of the year.
