

# Bushfield Road Infant School



## History policy

Updated Autumn 2021

Next review: Autumn 2022

The policy will be reviewed annually.

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## **Bushfield Road Infant's History Curriculum Intent**

At Bushfield Road Infant School our history curriculum will enable pupils to gain a developing knowledge and understanding of Britain's past and present and that of the wider world. It inspires pupil's curiosity to know more about the past, enabling our children to develop a sense of chronology. The history curriculum is planned and sequenced so that new knowledge and skills build on prior learning.

As pupils progress through the school their historical enquiry skills will develop through a carefully mapped out curriculum. We strive for our children to become inquisitive historians who ask questions, think critically, and develop perspective and judgement. We want pupils to have a developing understanding of 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.

At the heart of the school is an innovative and well embedded approach to teaching the key skills for future success. Where possible, study of the past is related to events, places and artefacts familiar to the children today, whilst having a carefully planned link to our themed text within each year group, or where this is not possible stand-alone planning will be implemented. Use is made of visits, visitors to the school, the locality and the history of our families.

## **Bushfield Road Infants Coverage and progression Communication and Interaction**

We have recently revised our curriculum to ensure we have good chronology throughout the school. This increase of our chronological understanding allows us as staff to ensure children have clear progression throughout their school lives and that past lessons impact and build on the children's prior knowledge to supply them with a wealth of knowledge regarding a number of different periods within History.

## Aims

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

- to encourage children to have an interest and enthusiasm about the past and to develop an understanding that enables them to enjoy all that History has to offer;
  - to develop research skills and opportunities to convey understanding and interpretations of the past in a variety of ways;
  - to improve children's knowledge and understanding of significant events and people in British History, Europe and the world and to appreciate how things have changed over time due to these events/people;
  - to develop a sense of chronology;
  - to have some knowledge and understanding of historical development in the wider world;
  - to help children understand why events took place, the causes and effects they had on people and the world around us;
  - to help children understand society and their place within it, so that they develop a sense of identity of their cultural heritage;
  - to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.
  - to develop independent research skills through enquiry-based learning and provide situations for independent and group activities.
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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. 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.
  3. grouping children in different ways such as mixed ability groups (Rainbow Groups) and talk partner collaborative work.
  4. aiming to bring History alive for our children and mainly this is taught through theme-based lessons linking with the National Curriculum.
  5. recognising the fact that in all classes there are children of widely different abilities in History and we seek to provide
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suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

6. setting different tasks for each ability but having a no ceiling approach so children are able to move on if they are able;
7. providing resources of different complexity depending on the ability of the child;
8. using classroom assistants to support 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 and our medium-term plans give details of each unit of work for the term. Each year group 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.

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# 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)

- research information using the Internet and CD-Rom encyclopaedias
- use the iPad to record and use photographic images or research

## Personal, Social and Health Education (PSHE)

- learn about past events in their own lives.
  - 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.
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## **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).

## **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.

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