



HISTORY POLICY

INTENT

At Fulwell Infant School Academy the aspirations and intent we have for our children is to inspire a sense of curiosity to enable them to want to learn and understand more about the past. Our high quality teaching should enable the children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We teach children a sense of chronology, and through this they develop a sense of identity and cultural understanding based in their historical heritage. By considering how people lived in the past, children are better able to make their own life choices and create their own identity and understand current challenges in their lives. Through history, they learn to value their own and other peoples cultures in modern multicultural Britain and begin to understand the diversity of societies and the relationships between different cultures. They begin to investigate past events and in so doing, develop the skill of enquiry, interpretation and problem solving.

TIME ALLOCATION

Throughout the school year we aim to seek a balance between all subject areas. History will be taught using a thematic approach providing flexibility for short and long projects at a relevant time for the children to build onto all their learning. Teachers will use their professional judgement in deciding the best use of time.

BEHAVIOUR AND ATTITUDES TO LEARNING

The approach within our school is to foster curiosity, enthusiasm and fascination toward the learning and understanding of the events beyond living memory. We will encourage our children to have a positive attitude and commitment to the subject and allow the children the opportunity to understand and appreciate significant past events in order to be able to develop their own personal identity from their learning. Within the subject we encourage children to become resilient learners as they become more aware of past events and happenings and can overcome challenges by using problem solving skills to build on their prior knowledge. Ultimately this will lead to the children taking great pride in their achievements and historical knowledge.



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The essential characteristics of a 'historian'

To appreciate and develop knowledge about the lives of significant individuals in the past who have contributed to national and international achievements.

To gain an understanding of the methods of historical enquiry through the use of wide vocabulary and the ability to ask and answer questions.



To have an understanding of events beyond living memory that are significant, nationally or globally.

To have the ability to recognise significant historical events, people and places in our local environment.

To be able to understand key features of historical events with support from external sources.



IMPLEMENTATION

- Motivate and stimulate interest and excitement for learning
- Ensure children discuss and take an active part in their learning
- Address the literacy and numeracy needs of each individual and make full use of ICT in the provision of learning opportunities for all learners with additional educational needs, setting appropriate yet challenging targets for improvement.
- Provide a broad and balanced curriculum using a thematic approach where curriculum areas are linked. Within each year group, a different text is chosen every half term, which provides opportunities to link the topic to foundation subjects. The enriched curriculum incorporates reading, writing and maths opportunities across the foundation subjects. Specific to History, the children have access to many texts appropriate to the topic and are encouraged to read timelines to extend their understanding of the past. There are many writing opportunities linked to History, for example a focus could be a recount of a significant individual, event or place. Maths skills are required with certain elements within history, for example reading a timeline and understanding the significance of dates.
- Provide opportunities that extend and enrich learning to include visits or visitors, where appropriate.
- Ensure children embed key concepts in their long-term memory.
- Ensure that we use a range of classroom practice and teaching style appropriate to the needs of the learners in the group.
- Use the full range of differentiation (scaffold and challenge) strategies to ensure that all learners have the opportunity to access the curriculum and make progress and adopt teaching methods that reflect the differing learning styles of the individuals in the group.
- Monitor progress against targets and share the information with the learner and parents
- Seek to overcome potential barriers to effective inclusion.
- Ensure display in the learning environment celebrates the achievement of our children and scaffolds their learning to extend their achievement further.
- Provide home learning activities which extend and support learning.

Curriculum planning for History

EYFS

At foundation stage the children will have the opportunity to explore, investigate and make new discoveries about the world they live in. At this stage, the children will be focusing mainly on their immediate family and community. Children will be making sense of their own life story while also beginning to develop positive attitudes about the differences between people. Children at this age will be looking predominantly at their local environment but will also have the opportunity to explore environments which are different compared to the one in which they live. In EYFS there is a long term overview which the teaching staff use to inform planning whilst following children's interests.



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See supporting document to see specific learning goals associated with History in EYFS from the long term overview.

Long term plans for Year 1 and Year 2

Long term plans map out the themes covered in each term for each year group in key stage 1. The curriculum leader for history will liaise with all curriculum leaders to ensure that learning builds upon learning.

Medium term plans for Year 1 and Year 2

- a mapping overview of content, which are constantly being reviewed and amended to ensure relevance for the cohort of children, give details of each unit of work for each term. They ensure an appropriate balance and distribution of work across each term.
- Key skills development to ensure children progress at a level according to their ability. They identify learning objectives and outcomes for each theme.

Short-term plans are completed by staff for each block of learning.

These include:

- the specific learning objectives and detail how the lessons are to be taught,
- success criteria which are shared with the children to ensure children understand their next steps to learning,
- activities to engage the children and to lead their development through active participation.

We plan the activities in depth so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school. Planning is recorded in class files which are accessible to all staff. In this way subject/curriculum leaders can monitor and develop learning within their curriculum area. Scrutinies of planning and work are carried out by subject leader/leadership with feedback given to ensure children access the full curriculum. We will ensure that we plan to meet the needs of the following clearly identifiable groups:

- Gifted and talented learners
- Learners from different ethnic groups
- Learners for whom English is an Additional Language
- Learners with Special Needs and disabilities
- LGBT
- Learners with emotional, behavioural or social needs
- Learners who are at risk of disaffection or exclusion
- Learners who are "Looked After" in public care
- Learners in receipt of Pupil Premium.



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SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Learning through history contributes to the children's spiritual development in many ways. We provide children with the opportunity to discuss moral questions, what is right and wrong. Children learn how society has changed and develop skills to become good citizens. They study their own rich cultural heritage and developing an understanding of how this culture is enriched by the multi-cultural British society of today, based on British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

PERSONAL DEVELOPMENT

Character development is a very important aspect of our school and specific to History is the understanding of the diversity of societies and different cultures in modern Britain and the world at large. As a school we promote British Values to ensure our children become respectful citizens and are able to empathise and support the importance of equality within our society. History promotes these British Values as within this subject we advocate a respectable attitude to significant past events and diverse beliefs. As a school we annually honour, respect and celebrate Remembrance Day as we strongly believe our children should be made aware of the importance of this historical event. We encourage our children to develop, discover and explore their own personal interests and talents within each specific subject and as teachers we are able to adapt the lesson to encompass these interests of each child. This is to support the mental, emotional and physical well-being of all our children.

RESOURCES

We have sufficient resources available in school to meet the needs of the Academy Curriculum. This allows resources to be matched to any developments in the curriculum, through the teaching of knowledge, skills and understanding.

ASSESSMENT

Formative assessment involves spending time before and during each unit or theme time eliciting children's knowledge and understanding - Mind Mapping/ Spider Graphs, discussions etc. We follow the principles of Assessment for Learning in all of our Knowledge and understanding. This involves identifying a child's progress in each area of learning, determining what each child has learned and identifying the next steps in his/her learning, linked to the learning intention and success criteria for the session. Effective tools used by our teaching staff include:

- . Sharing explicit learning intentions and success criteria



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- Quality questioning
- Self- assessment and peer assessment against learning intentions and success criteria
- Quality marking to identify areas where the success criteria has been met and areas that need to be improved

Summative assessment involves spending time at the end of each unit or at the end of year assessing children's skills and understanding. The National Baseline (2019) will provide a baseline assessment level for each child. Class teachers assess children against key learning, identified on the termly foundation plan. This identifies children needing additional support and those who are working at a mastery level.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against age related expectations. This ensures that our teaching is matched to the child's needs. Intervention is provided, as set out in the renewed SEN code of Practice (2014), through quality first teaching and where a child is in receipt of a statement of Special Educational Needs or Education Health Care (EHC) plan a specific education plan will be in place linked to specific targets. The targets may include, as appropriate, specific targets relating to History.

ENRICHMENT

The immediate environment is a rich source of experiential learning and can be used to deepen children's understanding of history. The National Curriculum aims can be further developed, by children being given the opportunity to experience the rich, historical culture within our local environment. The school is located in close proximity to significant historical people and places and has a rich history of significant events that help to deepen children's understanding of the past beyond their living memory. It is very important that children have an awareness of the past within their local environment to help them to understand, value and appreciate their local heritage.

Visits linked to History curriculum:

EYFS:

Visits and visitors to Nursery and Reception are clearly linked and determined by current learning themes. The children have in the past visited Hylton Castle, the Discovery Museum, the Great North Museum Hancock, Beamish and Roker Lighthouse.

Year 1 :

Spring Term 1 - The text focus for this half term is The Three Little Pigs

To visit Beamish and understand the difference between their school life and Victorian children's school life. To see different resources used in school and home life in the past in comparison to present day. (PfA1, OLE, LC)



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Summer Term 2 - The text focus for this half term is Rapunzel

To visit Newcastle Castle to reinforce children's prior learning from school of different parts of a castle.

Year 2 :

Spring Term 1 - The text focus for this half term is Gregory Cool

To visit Durham Cathedral to reinforce children's learning of St Cuthbert and his importance as a historical, religious figure.

Spring term 2 - The text focus for this half term is The Lighthouse Keeper's Lunch
Cross- curricular links:

To walk to Roker beach and observe the features of a preserved lighthouse. To walk along the cliff top to observe and compare the lighthouse situated at the end of the pier.

Summer 2 - The text focus for this half term is Pirates

Cross- curricular links:

Children to visit the local caves within Roker Park and discuss the local history of smugglers.

INCLUSION

The governors and staff of the academy are committed to providing an inclusive range of high quality learning opportunities for everyone involved with the school and Community. We will ensure that everyone has an equal opportunity to access the full range of provision available in History and will actively seek to remove barriers to learning and participation. The teaching and learning, achievements, attitudes and well-being of every child are important.

HEALTH AND SAFETY

The teacher will be responsible for planned activities within History that are appropriately risk assessed to comply with health and safety requirements. They are also responsible for the health and safety of themselves, classroom assistants, visitors and pupils within their class.

IMPACT

Leadership will consider first hand evidence of how children are doing in each subject. Quality first teaching in response to the planned curriculum will provide evidence and information to answer the key questions listed below:



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Do all our children achieve as much as they can?
Are there differences in the achievement of different groups of children?
What are we doing for those children who we know are not achieving their potential?
Are our actions effective?
Is the curriculum promoting outstanding learning?

END POINTS

End Points have been identified for both EYFS and KS1. These end points show where we believe our most able children, least able children and children with SEND should be by the end of each stage. By having end points for our most able children we guarantee that they are being challenged and stretched with their historical thinking, and we have set ways in order to achieve this. Having manageable end points for our least able children ensures that every child can progress in their knowledge and historical skills.

Differentiation and support can be put in place to ensure that everyone is advancing further with their historical knowledge and thinking. We have also identified end points for those children with SEND to ensure that our curriculum is inclusive for all and therefore aim for the children to advance in areas of historical thinking such as exploration, curiosity and anticipation. These end points show clear progression in skills throughout EYFS and KS1 and therefore enables the children to be consistently progressing as historians no matter their ability. End points can be seen in the Progression Guide and End Points booklet.

SUBJECT LEADER

The Subject Leader has the responsibility for overseeing and resourcing the subject. There is an annual budget for resourcing History so that effective teaching can take place and the school's policy can be maintained. This may vary from year to year according to curricular priority and resources available.
(see role of subject leader document)

MONITORING AND REVIEW

The leadership team (including the subject leader) is responsible for monitoring planning and the standard of children's work. Monitoring activities include planning and work scrutinies. This involves interviewing children across key stages. Children are asked focused questions about their learning with their work. This enables curriculum leaders to monitor progress within their subject. The curriculum leader supports colleagues in the teaching of History, by giving them information about current developments in the subject and by providing a strategic lead and direction for the curriculum area in the school. Curriculum leaders meet with governors, as appropriate, to discuss current developments in their subject. Key questions are discussed during these meetings.

Date and review date

Laura Middleton