At Farnborough Road Infant School we believe that a high-quality History education will help pupils gain a coherent knowledge and understanding of Great Britain’s past and that of their locality and wider world. It should instruct each pupil’s natural curiosity and wonder, inspiring them to discover/ know more about the past. This should be through both primary and secondary source materials. Study should relate to significant individuals and/ or events. Pupils should know how these impact upon past and present society. Teaching should equip pupils to use speaking and listening skills in order to take part in discussions and debates. Children’s curiosity should encourage them to want to ask questions, think critically, weigh evidence and develop perspective and judgement. History helps pupils to understand 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.

Aims and Objectives

- To investigate primary source artefacts as a focus for historical study as a science.
- To know that research is through primary and secondary source materials.
- To understand some of the ways in which we find out about the past and identify ways in which it is represented.
- To develop an awareness of the past, using common words and phrases relating to the passing of time.
- To be aware of how and where people and events studied, fit within a chronological framework through a simple, specific timeline.
- To identify similarities and differences between ways of life in different periods developing a wide vocabulary of everyday historical terms.
- To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events, thus supporting reasoning and reflective thought processes.

Organisation and Planning

Key Stage 1

From 1st September 2016 the subject content from the new Primary Curriculum Programmes of Study will be covered. Pupils will be taught about:

- Changes within living memory. Where appropriate, these will be used to reveal changes in national and local life where appropriate.
- Any events beyond living memory which are significant locally, nationally or globally (for example, the Great Fire of London, the first man on the moon, The rise of Southport as a seaside town.
- The lives of significant individuals in the past who have contributed to national or/ and international achievements. (Mary Anning) Use some characters to compare aspects of life in different periods (for example Queen Victoria and Queen Elizabeth II).
- Significant historical events, people and places in own locality. (George Mottershead).

In planning, to ensure our aims and subject content is covered fully, teachers will often be introducing pupils to historical periods that they will study more fully at Key Stages 2 and 3.

The History units are taught in specific blocks in topic time. This may be altered depending on time allocation of foundation subjects and length of the term.
One member of the year group team is responsible for the medium term planning. Individual teachers may then adapt this as appropriate for their class in their weekly plans ensuring key learning objectives are met and historical skills are covered.

Each unit is evaluated in year group meetings and any findings/comments passed to the History Leader to inform future planning and ordering of resources.

**EYFS**

We teach History in Nursery and Reception as an integral part of the topic work covered during the year, using the Development Matters steps and Early Learning Goals which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing children’s Understanding of the World.

**Teaching and Learning**

Throughout the school, children are taught in a stimulating and secure environment through a variety of learning situations. These can be class, group, paired and individual, according to the activity and child’s ability. Artefacts, historical documents, displays, visitors, visits and stories are used to stimulate active learning and develop each child’s knowledge and understanding. Activities are planned to help every child fulfil their learning potential, appreciating the full range of abilities.

**Resources**

Interactive History Display in the school corridor, which is replenished with a variety of artefacts and artworks/photographs throughout the year. This display shows progression through key stages.

History resources are reviewed annually and replenished and extended when necessary by the History Co-ordinator. They are in stored in classrooms and in the Maths and Humanities cupboard next to the Art cupboard by Room 8.

**Assessment, Reporting and Recording**

Children and their work are continually being assessed as skills, knowledge and understanding develop. The assessment may be oral, pictorial, including photographs, a written piece of work or an observation in a class or group activity. Children are praised for their work verbally, through a written comments or by being given a sticker as a reward. They understand how to improve their work further through the sharing of ‘next steps’.

At the end of the year, once all the key objectives and skills have been taught an assessment sheet will be completed using the Primary Curriculum History expectations to indicate what the child has achieved. Evidence is retained in the form of written, pictorial or photographic.

Teacher assessment will be monitored through Year Group moderation and results used to inform future planning.

Parents are kept informed of children’s progress through Parents’ Evenings and an annual report at the end of the Summer Term.

**Cross-curricular themes**

History links with other areas of the curriculum, such as English, Maths, Computing, Music, Drama, Art, RE and Geography.

Reception will explore their family relationships and take part in a Shakespeare Workshop.

Year 1 children will visit Chester Zoo and study the founding of the zoo by the Mottershead family. They will re enact a debate through Drama taking on a variety of role play styled approaches where children become concerned neighbours and also the Mottershead family. They will visit their local town and museum to look at the coastline and ‘then and now’ architecture. In Geography they will draw simple maps of their school grounds and investigate physical and human features around them.

Year 2 will be learning about Florence Nightingale and the role of nurses today as well as investigating germs in Science and learning about how to keep healthy. They will study the life and work of Mary Anning and her significance as a female. They will study the Great Fire of London and Tudor/ Stuart...
History Policy

Explorers. Links also exist between History and ICT in encouraging children to search for topic-based information and the use of relevant computer programs, which may develop historical skills. KS1 will take part in Shakespeare workshops during the year and as an extra curricular activity. The use of the internet and DVDs appropriate to the units being studied enhances learning in the study of people and their way of life in the past. The Ipad is used to record photographs and videos of artefacts brought in by visitors and children and activities such as the ‘Victorian Day’ and Victorian Promenade in Year 1 and the visit of Samuel Pepys in Year 2. We feel that the cross-curricular approach will give the pupils a broad and balanced curriculum and a continuity of experience and skills.

Equal Opportunities

All children should have the opportunity to reach their full potential in History; some children may require additional support, or a different approach. Some children may require individual programmes of work or the opportunity to work in a small group. (Please also see Inclusion and Equal Opportunities Policies) Resources should be chosen to reflect the equal roles of men and women and the fact that we live in a multicultural society.

Visits and Resources

Visits and the acquisition of artefacts can be a valuable part of the History curriculum. We have acquired quite a few historical resources which are kept in the Humanities cupboard;, or on displays. Parents and Grandparents are also a valuable resource for oral history and artefacts relating to their past. We encourage sharing information and the lending of relevant photographs and objects from them. local museums loan boxes are also a valuable local history resource.

Year 1 as part of their topic on ‘Oh I Do Like To Be Beside The Seaside
- History Mystery Lesson- study of artefacts encouraging discovery and wonder with analytical thought processes- speaking and listening/ sensory focus
  - Take part in a Victorian Day to learn about how times have changed.
  - Show entitled ‘Victorian Promenade’
  - Shakespeare Workshop

Year 2 as part of their topic on ‘Hurray for health’:–
- visit from a theatre group which entails an actor acting out and answering questions about the life of Florence Nightingale/ Samuel Pepys
  - Shakespeare Workshop

Progression

Progression lies in the acquisition of new concepts and the deepening understanding of those already encountered. These include:
An increase in knowledge, skills and understanding of the given topic.
Understanding and moving from familiar to unfamiliar contexts.
Tackling problems, which demand more complex or difficult solutions.
Using more technical language such as artefact/ primary source
The rate of progression will vary from child to child and has to be considered when planning the teaching and learning situations.

Dyslexia Friendly – because every child matters

Dyslexia is a specific learning difference which may cause difficulty in the acquisition of certain skills. In the context of this policy the school will put the appropriate support and resources in place. In the teaching and learning of History in our school, teachers will be aware of the needs of pupils with specific learning differences such as dyslexia. Some concepts will be explored using Drama/ Speaking and listening, rather than writing.
History Policy

Monitoring and Evaluating

Weekly Year Group meetings; keep all members of the Year Group in touch with each other and give an opportunity for ongoing monitoring and evaluation. The medium term planning is saved on the staff drive for the Key Stage Leaders to monitor what is happening in each Year group. At the end of the unit, it is evaluated and the findings are fed back to the History Leader and Key Stage Leaders.

Review

This policy will be reviewed regularly

The Subject Leadership

The History Leader will:

- Attend courses and continue to develop the subject in the light of government initiatives and discussion with staff.

- Advise and support staff where necessary.

- Monitor History through study of planning and discussion with Key Stage Leaders.

- Monitor, store and order resources.

- Draw up an action plan to ensure that the subject continues to develop within the knowledge and understanding team.

- Liaise with the History Leader in the Junior school.

Units of Study

Please refer to Curriculum maps.

Updated May 2018

Signed Date Headteacher.

Signed Date Chair of Governors.