

# Overdale Infant School and Pre-school



## HISTORY POLICY 2020/2021

<b>Policy Date:</b>	September 2020	<b>Version: 1.0</b>	
<b>Policy Review Date:</b>	September 2023	Hayley Holmes	Date:
<b>Ratified by Governing Body:</b>			
Name	Insert Signature	Date	

## **Rationale**

The national curriculum for history states:

'A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, 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.'

## **Intent**

The teaching of history at Overdale Infant School offers opportunities to:

- foster children's interest in the past and to develop their curiosity
- stimulate children's interest and understanding of the life of people who lived in the past
- enable children to know about significant events in British and to appreciate how things have changed over time
- develop a sense of chronology, beginning with themselves
- know and understand how the British system of democratic government has developed and, in doing so, contribute to a child's citizenship education
- help children understand society and their place within it, so that they develop a sense of their cultural heritage

## **Expectations**

History falls within the People and Communities aspect of the specific area of Understanding the World in the EYFS curriculum. **The EYFS Curriculum** requires that by the end of Foundation Stage children will be able to:

- talk about past and present events in their own lives and in the lives of family members

**The National Curriculum** for history states that, in Key Stage 1, pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods significant
- historical events, people and places in their own locality

## **Implementation**

- **Safeguarding**

We will protect children from maltreatment, prevent impairment of children's health or development and ensure that children are growing up in circumstances consistent with the provision of safe and effective care.

- **Equality**

All children will have access to the same opportunities, irrespective of gender, age, race or ability in the development of their mathematical curriculum.

- **Prevent Duty**

We focus on children's personal, social and emotional development, ensuring children learn right from wrong, mix and share with other children, value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

- **Organisation**

Children learn and practise a range of historical skills that develop their knowledge and understanding of historical facts and concepts. This may be through discreet teaching of elements the curriculum but is more often linked to themes or topics.

- **Planning**

Planning is completed at three levels

- Long term planning is based on the yearly teaching programmes set out in the Development Matters and National Curriculum documents.
- Medium term planning is carried out on a termly or half-termly basis. Teachers select a combination of learning and teaching objectives to ensure a balanced curriculum.
- Weekly planning details any prior learning to be reviewed and the introduction of new learning objectives.



## Impact

- **Assessment**

Assessment in history is in line with the school's Assessment Policy.

In EYFS, information may be collected on class iPads using the Evidence Me programme as well as pieces of work being collated in children's Learning Journey folders. Assessment grids are used to record achievement.

In Key Stage 1, teachers complete assessments relating to the learning objectives in the National Curriculum. Evidence is taken from practical tasks and learning recorded in books.

### **Progression**

Ensured through curriculum mapping

Pupils will be introduced to people, events and changes in historical periods that they will study more fully at key stages 2 and 3.

- **Cross Curricular Work**

Where possible links are made to other curriculum areas through topics/themes and attention is drawn to the relevance of a historical understanding to our everyday lives.

- **I.C.T.**

ICT is used in history lessons when it is an effective and efficient way to meet the lesson's

objectives. This will include the use of computers, iPads and interactive white boards.