



Linton CE Infant School

Policy for:

History curriculum

Agreed by: Curriculum & data committee

Date: October 2023

Review Date: October 2025

Linton CE Infants where happiness and achievement go hand in hand

Linton CE Infant School: where happiness and achievement go hand in hand

The staff and governors at Linton C.E. Infant school provide an environment where children and all school members can be happy, healthy and safe and achieve their full social and intellectual potential.

We do this by:

- creating a caring, Christian environment,
- creating happy, stimulating and exciting opportunities for learning,
- developing positive relationships based on respect of self and others,
- supporting a creative approach to personal development and growth.

We work in partnership with parents and our community to fully equip children for their future

Introduction

This policy outlines the teaching, organisation and management of the History taught and learnt at Linton CE Infants School. It reflects the school's values and ethos and has been drawn up after staff consultation and agreement of the governing body. The implementation of the policy is the responsibility of all teaching staff.

Rationale

History is a valued part of the national curriculum and provides an understanding of the world we live in and how it has evolved through time. History is essential to our understanding of the development of the modern world and the way in which both people and societies have developed. The key skills of investigation and understanding are both relevant and applicable to everyday life.

Aims

- Develop an awareness of the past, using common words and phrases relating to the passing of time.
- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Taken from the National Curriculum History Programme of Study 2014

EYFS Objectives

Early Learning Goal

- Talk about past and present events in their own lives and in the lives of family members.
- Know that other children don't always enjoy the same things, and are sensitive to this.
- Know about similarities and differences between themselves and others, and among families, communities and traditions.

KS1 Objectives

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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter

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Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

- significant historical events, people and places in their own locality

Taken from the National Curriculum History Programme of Study 2014

Teaching

Teaching Time

To achieve the objectives of the History Curriculum, the subject will be taught as either an isolated topic or integrated with other subjects through a termly or half termly topic with other subjects linked in.

Organisation

In History the skills are taught discreetly through the topics being taught at the time. Many cross-curricular links will be made to bring historical context to the current topic being taught.

In lessons a variety of approaches will be engaged. A focus upon the key threads of learning are woven in a cyclical nature throughout the curriculum to ensure continuity and progression.

Lessons will include a blend of whole class teaching, group work and individual work.

Learning activities may consist of

Groups, usually of mixed ability or differentiated tasks

Teacher produced work cards

Relevant discussion at class, group and paired level

A chance for groups to communicate findings in a variety of ways including the use of ICT

Planning

Planning is carried out on three levels: short term, medium term and long term.

- Short term planning on a weekly basis will cover areas relating to the termly topic.
- Medium term planning will be in the form of termly challenges and questions woven into the planning.
- Long term planning of topics covered will be shown in a curriculum map to show the coverage across the year.

Within a class there will be a wide range of abilities, from those who are more able to those who have special educational needs. The class teacher will provide differentiated activities for the children through task, outcome and resources and the support given to meet the needs of the individual.

Assessment

Assessment will take place at three connected levels: short term, medium term and long term.

These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

- Short term assessments will be an informal part of every lesson to check pupil understanding and give information, which will help teachers to adjust day to day lesson plans.
- Medium term assessments will take place at the end of each term, once a topic has been completed.
- Long term assessments will take place towards the end of the school year to assess and review pupil's progress and attainment. These assessments will be drawn from teacher assessment and records as well as medium term plans. This will be passed on to the pupil's next teacher in line with the school's non-core assessment procedure.

Recording is used to note an individual's progress and to provide guidance for future teaching and learning.

Resources

G/policies/history curriculum

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Available resources include reference books, library books, teacher prepared materials, pictures and photographs, alongside historical artefacts and props.

These historical artefacts currently include, but are not limited to;

- Coins
- Books
- Jugs
- Inkwells
- Toys
- Clothes
- Gas mask
- Abacus
- Mangle
- Stone water bottle

The resources are kept in the library cupboard.

ICT will be used within the teaching of history, in line with the school's ICT policy.

Special Educational Needs and Equal Opportunities

In line with the school's equal opportunities policy, all children will have an entitlement to all aspects of the History curriculum.

Linton Infants cultivates an ethos that recognises and nurtures the unique contributions that can be made by each individual child and member of staff. Our children are from a variety of religious, cultural and socio-economic backgrounds and are encouraged to develop positive and tolerant views of one another and those outside the school community.

We teach History to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties and considers targets set in the child's Personal Plan.

We provide learning opportunities that are matched to the needs of children who have English as an additional language (EAL) using talk partners and where appropriate lessons are supported by visual cues and word banks and investigative work is interactive.

Opportunities are offered to all children to extend and deepen their learning.

Review Procedures

The school's history policy will be reviewed after two years, or when;

- A new co-ordinator is appointed.
- There has been a significant change in staff or pupil intake.
- There have been changes in National Curriculum requirements.
- New information has been made available affecting an aspect of the policy.