



Chater Infant School

**An exceptionally high performing professional
and learning culture creating excellent
achievement for all.**

Remembered for All the Right Reasons

History Policy

Rights Respecting School Agenda

*We have the right to go to school
We have the right to learn.*

Article 3 - The best interests of the child must be a top priority in all actions concerning children
Article 28 - Every child has the right to an education (from the National Convention on Rights of the
Child)

***This policy will be equality impact assessed with regard to disability, gender and race at the
time of review and issues arising will be carried forward into the equality action plan.***

Date agreed: November 2020
Date of next review: November 2022

Rights Respecting School Agenda

As a Rights Respecting School, there are articles that are integral to our History Policy.

Article 2 – Every child has the right to be protected from discrimination.(Black History)

Article 7 – Every child has the right to a name and nationality (family history)

Article 8 - Every child has the right to an identity (family history)

Article 12 – Every child has the right to express their views (history of democracy)

(From the National Convention on the Rights of the Child)

These two articles have been simplified for the Chater Infant School Charter for children to follow:

We have the right to go to school;

We have the right to learn.

Statement of Intent

At Chater Infant School we endeavour to inspire all children to become Historians; skilled, curious and knowledgeable about the past and the present. We intend for children to be able to interpret different sources of information to research, talk about and develop an understanding of past events, people and communities, using a range of vocabulary and questions. Our History curriculum focuses on a progression of skills and knowledge to ensure that children know that past events and actions of others have shaped the world we now inhabit. We aim for children to understand that the actions they take will have consequences and to have a secure understanding of chronology and how a sequence of events over time shapes the future.

The children's learning is revisited repeatedly through a range of themes and cross curricular activities to ensure the learning is embedded and skills are successfully developed. Our intention is that History also supports children's creativity and cross curricular learning to engage children and enrich their experiences in school.

We will update and enhance our curriculum so that we will continue to raise outcomes for children and help teachers to develop their own continuous learning and professional development.

Development of the History Policy

This policy was written by the History Subject Leader in collaboration with the head teacher and other members of the teaching staff team. Stakeholders have been involved in the review and development process of this policy. Staff and governors helped to formulate and agree this policy.

This policy should be read in conjunction with the following policies:

Homework Learning Policy, e-Safety and ICT Acceptable Use Policy, Assessment, Recording and Reporting Policy, Chater Infant School Equality Scheme, Safer Use of Images Guidance, Child Protection Policy and Safeguarding Policy.

Equality

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive Relationship and Health Education will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.” “Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)

Parental involvement

Parents are encouraged to support the implementation of historical learning where possible by encouraging home learning and using links on the school website. They are made aware of historical events and encouraged to discuss and promote these areas of learning.

We provide home access to two curriculum resources used in school – Espresso and Purple Mash- These resources provide numerous creative tools, curriculum-focused activities and programs for children to explore which will support and inspire Historical and creative learning both at school and at home. Home learning that is set for children regularly provides suggested use of these resources and reminders to parents of the need for e-safety when using the internet are provided regularly.

Roles and Responsibilities

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes;
- Ensuring the curriculum is well led, effectively managed and well planned;
- Evaluating the quality of provision through regular and effective self-evaluation;
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND;

- Providing clear information for parents on subject content and their rights to request that their children are withdrawn;
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The headteacher is responsible for:

- Ensuring that there is a History Policy in place, and that it is regularly reviewed and updated to take into account new developments to the primary curriculum
- Ensuring that the Primary History Policy, as written, is disseminated to the History Leader, teaching staff and parents, for implementation;
- Hold the History Leader to account for the effective formulation and implementation of the History Policy, including budget expenditure;
- Intervene where it is apparent that the History Policy is not being implemented according to its provisions.

The History subject leader is responsible for:

- Effective formulation and implementation of the History Policy;
- Managing the History budget, and keeping appropriate records of expenditure in order to review them and make suggestions for the future;
- Securing and maintaining History resources, and advising staff on the correct use of these resources;
- Offering help and support to all members of staff in their planning, teaching and assessment of History;
- Keeping the head teacher and other stakeholders, such as parents, informed about the implementation of the primary History curriculum;
- Keeping up-to-date with new developments in History and communicating such information and developments to colleagues, including, where necessary, through the creation and delivery of bespoke training programmes;
- Attending appropriate in-service training.

All teachers are responsible for:

- Planning and delivering the requirements of the KS1 History programmes of study and the EYFS framework for Understanding the World, to the best of their abilities;
- Setting high expectations for all their pupils, including pupils with special educational needs and/or disabilities (SEND), pupils from various social, cultural and linguistic backgrounds, and academically more able pupils;

- Encouraging pupils to apply their knowledge, skills and understanding of History across the curriculum;
- Maintaining up-to-date records of both formative and summative assessment;
- Tailoring lesson delivery according to pupils' respective abilities.

Early Years Foundation Stage (EYFS)

Nursery and Reception classes work towards achieving the Early Learning Goals, (ELG). The Early Years Outcome statements contain seven areas of learning. One of these areas is called- Understanding the world which relates to the following subject areas- Geography, History, Science, R.E.

By the end of Reception pupils should be able to:

- Talk about past and present events in their own lives and in the lives of family members. (People and communities ELG 13)

Key Stage One (KS1)

The Chater Infant School History curriculum covers the National Curriculum Programmes of study in Year 1 and Year 2.

Pupils will be able to:

- Place events and objects in chronological order.
- Use common words and phrases relating to the passing of time.
- Know and talk about events and people in the past.
- Recognise why people did things and why events happened.
- Identify the difference between ways of life at different times.
- Identify different ways in which the past is represented.
- Observe and handle a range of sources of information to find out about the past. (Artefacts, photographs, internet research, nonfiction books)
- Ask and answer questions about the past.

- Use their knowledge of history and communicate it in a variety of ways- roleplay, art, written work, model making.

Curriculum Delivery

Teaching and Learning Strategies

In the EYFS- History involves children beginning to gain a wider experience of language that allows them to start to understand the passing of time and changes. Stories, roleplay and hands on experiences allow children to start to use vocabulary and ask and answer question to develop Historical understanding. Children learn about significant people and are encouraged to think about events in their own lives such as birthdays, family members and holidays.

In Key Stage 1

History is blocked and taught through the topics being covered. There are also opportunities for History skills to be reinforced in other areas of the curriculum and subjects might well be combined when and where appropriate. History teaching in the school is about excellence and enjoyment. We adapt and extend the curriculum to match the unique circumstances of our school. The emphasis in our teaching of History is on first-hand experience and we encourage the children increasingly to take control of their own learning.

We use a range of teaching and learning styles in History lessons in order to develop the knowledge, skills, and understanding of each child.

These include:

- Providing opportunities for children to work as a whole class, in pairs, individually or in ability or mixed ability groups
 - Encouraging children to ask as well as answer Historical questions
 - Encouraging children to communicate their understanding in a variety of ways, including written and oral
 - Providing suitable resources
 - Modelling, teaching and reinforcing Historical vocabulary
 - Giving children practical 'hands on' experiences
 - A multi-sensory approach to include all learning styles
 - Elicitation activities to gain an insight as to what children already know, in order to inform planning and assessment
- Relate their Historical understanding to everyday life both in school and out
 - Repetition of Historical language structures and use of displays which include key vocabulary and children's work

Cross-curricular links

History knowledge and skills are taught following guidance from the National Curriculum. However, through our cross-curricular approach to learning, History is also taught through other subjects including English, Geography, Art, D.T, P.E and PSHE.

Curriculum Enrichment

School visits: We ensure that children have opportunities to make visits to museums or places of interest so that they can learn more about a topic. Some of our school visits have included Mountfitchet Castle and the Royal Gunpowder Mills. To bring learning to life, we also invite visitors to the school for history based workshops such as a drama activities linked to The Great Fire of London.

Resources

- There is a library shelf dedicated to books and other resources which relate to Historical learning.
- There is a box of topic related objects in the PPA room.
- Each year group has topic related resources which are kept in their year group classrooms.

Differentiation

We provide suitable learning opportunities for all pupils by matching the challenge of the task to the individual needs and abilities of each pupil. We will achieve this in a variety of ways, including:

- Making reasonable adjustments to the way in which we deliver the History curriculum, such as providing vocabulary word mats or making additional relevant resources;
- Assigning learning support assistants to individual/groups of pupils, where appropriate, to enable greater access to learning;
- Using personalised planning for children with significant SEND;

Assessment

- Pupils in the EYFS will be assessed on a termly basis using the Early Years Outcomes statements relating to Understanding the World. Pupils at the end of Reception will be assessed using the Early Learning Goals statements.
- Pupils' knowledge and understanding of the primary History curriculum will be assessed according to the provisions outlined in our Assessment, Recording and Reporting Policy

- Ongoing formative assessment monitors pupil performance and progress during learning; the outcomes of which are used to ensure that work matches the individual needs and abilities of pupils
- Summative assessment reviews pupils' progress and abilities, and will be undertaken at the end of each unit, term and school year
- Pupils progress and end of year attainment will be tracked using the school's internal History assessment at the end of each term

Staff training

- The History Leader will be responsible for the identification and delivery of staff training requirements
- The History Leader will remain up-to-date with the latest developments in History through liaison with the HFL cluster groups, online material, attendance at relevant courses and disseminating newly acquired knowledge/skills to colleagues, where appropriate

Monitoring and evaluation

- We will review this policy on a two year basis in line with our policy review schedule

