

Yeadon Westfield Infant School History Policy 2017-Review 2020

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff, governors and volunteers to share this commitment. This policy should be read in conjunction with all other school policies.

Introduction

Through teaching History, pupils will be given opportunities to develop an awareness of the past and the ways in which it is different from the present. They will start to develop a sense of chronology and develop some understanding of the ways in which we find out about the past. Through studying History, pupils will start to develop some of the skills they will later use in adult life.

Aims

We aim, through the teaching of History, to enable pupils to:-

- develop an awareness of the past, both recent and distant, and an appreciation of human achievements and aspirations;
- develop skills of understanding and interpreting the past through primary and secondary sources;
- develop a basic knowledge of where people and events they study fit within a chronological framework;
- develop language skills to describe the past using common words and phrases relating to the passing of time;
- distinguish between fact and fiction and learn about the concept of change.

Principles which underpin our scheme of work

- Our approach to History is in line with the overall educational approaches of the school and other curriculum areas.
- The knowledge and concepts to be taught are identified through the topics so that appropriate teaching activities can be planned.
- Our History scheme will be manageable in terms of content, for both staff and students.
- We will ensure there is a clear progression from Foundation Stage 1 to Year 2 which takes account of the development of children's historical thinking and general progress.
- We will use all the Health and Safety procedures laid down for off-site visits(see policy on educational visits)
- All the children will be given clear instructions on how to safely hold and use artefacts in order to prevent injury.
- Our Scheme of work has been developed in line with:
 - The National Curriculum requirements for KS1 (2014)
 - EYFS Curriculum - Understanding the World - People and Communities.

- Our long term plan includes work which is based on traditional events and special occasions and festivals which occur throughout the year, such as Remembrance Day, Guy Fawkes, Harvest, Christmas, Easter, Mothers' day, and Carnival.
- We will continue to look for ways to enrich and enliven the curriculum with visits and visitors where appropriate.

Themes to be covered over the year

Foundation

Myself and my family, sequencing events, Stories, Artefacts, Traditional events, Dinosaurs.

Year1

Changes within Living memory - How have I changed? My timeline. Toys and games. Introduction of dates.

Important events/people: Guy Fawkes (an introduction to more distant past).

Trains now and in the past. How have some people helped us have better lives? Local study: The Greenway (old railway).

Study of artefacts - historical enquiry and language.

Year2

Famous People and Events:

Guy Fawkes (debate about motivation etc).

Mary Anning

World War 2

Traditional events:

Remembrance Day

Mothers' Day

Study of artefacts - historical enquiry and language.

Where a theme fits into or alongside another topic or subject, it will be clearly identified as History, or in the Foundation Stage as Understanding the World - People and Communities, on the planning sheets and in books. History can also be taught as a separate topic or block of teaching.

The full range of teaching styles and learning experiences used in the rest of the curriculum should be used for the teaching of History, including

- individual, paired and group activities;
- differentiated tasks and materials;
- appropriate use of information technology;
- access to a broad range of supportive resources;
- presentation and display of pupils' work through a variety of media;

Assessment

Performance in History will be assessed during the year and judged against the level descriptors at the end of the year.

In the Foundation Stage the children will be assessed against the Foundation Stage Profile criteria.

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

- Single Equalities Policy
- Inclusion Policy
- Special Educational Needs Policy
- Assessment Policy
- and any other relevant policies.