

PERRYFIELDS INFANT SCHOOL HISTORY POLICY



Helping each other to learn and grow

At Perryfields Infant School we believe that all children should be given the opportunity to develop an interest in History and the skills that they need to engage with the subject as part of a broad, balanced and creative curriculum.

AIMS

- To develop awareness of the past and of ways in which it is different from the present including changes in their own lives and those of their family or adults around them.
- To develop an understanding of chronology.
- To develop an understanding of some of the ways in which we find out about the past.
- To develop a range of skills necessary to carry out historical enquiry.

OBJECTIVES

- To enable children to sequence events and objects, in order to develop a sense of chronology.
- To enable children to use common words and phrases relating to the passing of time.
- To enable children to learn about the lives of significant individuals in the past who have contributed to national and international achievements.
- To enable children to identify differences between ways of life at different times.
- To enable children to identify ways in which the past is represented.
- To enable children to find out about aspects of the past from a range of sources of information.
- To enable children to ask and answer questions about the past.
- To enable children to communicate their awareness and understanding of history in a variety of ways.
- To enable children to understand changes both within and beyond living memory.
- To enable children to study significant historical events, people and places in their own locality.

SUBJECT ORGANISATION

- At Perryfields Infant School we use a variety of teaching styles in order to address different learning styles and a cross-curricular creative approach in history. Class teachers plan their history using objectives from the new National Curriculum and the Chris Quigley Essentials document.
- In the Foundation stage History is taught through a variety of child-initiated and adult-led, play based learning activities under the 'Understanding of the World,' area of learning..
- Within each class history objectives are clearly differentiated to meet the different needs and abilities of the children.
- Teachers plan in teams to provide exciting and inspirational experiences for the children.

CROSS CURRICULAR OPPORTUNITIES

All teachers plan together creatively to make cross curricular links through a thematic approach. They plan for children to practice and apply the skills, knowledge and understanding acquired through history to other areas of the curriculum.

ASSESSMENT AND TARGET SETTING

- Teachers assess children's history skills in a variety of contexts.
- Assessment is continuous and teaching is adjusted to address the next learning steps of the children.
- Children's work is regularly marked with comments and next step targets to help them improve their work, identifying the next steps in their learning.

INCLUSION

- We aim to provide for all children so that they achieve their full potential.
- We identify which children or groups of children are under-achieving and take steps to improve their attainment through LSA and SENCO support and interventions.
- More able children are identified and suitable challenges provided.

EQUAL OPPORTUNITIES

All children are provided with equal access to the History curriculum. We aim to provide exciting learning opportunities regardless of gender, ethnicity or home background.

SMSC

Studying history provides opportunities to learn and reflect about past events in our history and the wider world. We study important historical figures that have made a significant impact on our world today. History helps children to understand that actions of individuals in the past still have far reaching consequences for the modern world.

BRITISH VALUES

National Curriculum subjects are taught in a cross curricular, creative thematic approach. All children are encouraged to learn about working together in pairs and groups and treating others with respect and tolerance, regardless of background and understanding rules within school and society in order to be prepared for life in modern Britain. Lessons, assemblies and the whole school ethos encourage children to learn about decision-making, making informed choices, debating and democracy and many school decision are influenced through the pupils voice which is through the democratic process of the School Council.

REVIEW

This policy will be reviewed according to the policy reviews timetable taking into account national and school based initiatives.

Signed.....

Dated.....