



*Inspire Learning, Ignite Curiosity*

## **Marlow C of E Infant School History Policy 2023**

***Then God said, “Let us make humankind in our image, in our likeness”  
Genesis 1:26***

### **Rationale**

At Marlow Church of England Infant School our curriculum vision is to inspire learning and ignite curiosity, within a welcoming Christian and spiritual community. We embrace the uniqueness of everybody and are inclusive of all. Our values of helpfulness, respect, kindness, perseverance, forgiveness, thankfulness and service guide all that we do and our aim is for every child to feel nurtured, supported and safe.

Our belief is that every individual is created in God’s image and therefore is precious and valuable. We believe in treating everybody with respect and dignity because we acknowledge everyone’s God given value and unique identity

We aim to achieve this by providing children with the opportunity to work towards achieving their full potential by:

- Embracing the uniqueness of everybody and be inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
- Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet

As a school we support the rights of children and these rights are encompassed in UN Convention of the Rights of the Child. This policy focuses on helping to realise Article 28 *All children have the right to a quality education.*

### **History Intent**

At Marlow C of E Infant School, we aim to ignite children’s curiosity by studying History in a hands-on way; incorporating educational visits to museums, historical buildings and exploring the history of our own local area. Inviting museum specialists and older family members in discuss events and items from the past brings the children’s view of History to life.

Our varied and exciting topics inspire learning and offer children a chance to embed key historical knowledge and skills in a stimulating, cross-curricular approach. As an integral part of the History curriculum, the children are given many inspiring opportunities to participate in research and to lead their own learning.

Through memorable History topics, the children begin to understand the past and start to gain a wider perspective of the chronological order of events, starting with ordering recent events on a timeline and looking back into the past. We encourage children to discuss their role as future citizens and the impact Rights have on their lives. We prepare the children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgements encouraging them to reflect on past events and how they have shaped the world.

All of the skills learnt through the experiential topic areas such as enriching vocabulary, developing enquiry skills and learning how to ask questions support our children as they progress through their wider learning journey at Marlow C of E Infant school.

## **We aim to provide the children with the opportunity:**

to become aware of the past and to begin to consider ways in which it differed from, and has influenced the present. to understand methods that we use to find out about the past.

- to develop an interest in aspects of life, beyond their living memory.
- to begin to understand that history can be represented in different ways.
- to understand the methods of historical enquiry and develop skills in using evidence to form an argument or interpretation.
- to become aware of the connections between local, regional, national and international history.
- to understand the history of the British Isles up to the present day and how Britain has been influenced by the wider world.

## **Statutory Requirements**

Statutory requirements for the teaching and learning of History is laid out in the National Curriculum (2014)

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study/national-curriculum-in-england-history-programmes-of-study>

and for Reception in the statutory framework for the Early Years Foundation Stage (2021)

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

## **Reception**

Although there is no specific History strand in the Early Years Framework, the Understanding the World area of learning refers to the importance of people, culture and communities in the world that the children will be growing up in:

*'Understanding the world involves guiding children to make sense of their physical world and their community.... foster their understanding of our culturally, socially, technologically and ecologically diverse world.'* EYFS Framework 2021

During Reception pupils are taught to:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

## **KS1**

Statutory requirements for the teaching and learning of History are laid out in the National Curriculum Document (2014) for KS1. History is a foundation subjects in the National Curriculum which states that:

*"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."*

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms

During KS1 pupils are 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 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.

## **Implementation**

History is taught throughout the school in line with the relevant curriculum (EYFS/National Curriculum). Cross curricular links with History are developed wherever possible. Pupils are therefore given opportunities to communicate and discuss ideas and apply their skills in a variety of contexts and subjects.

**Pupils in KS1, follow the whole school** History curriculum, which reflects the NC 2014 objectives. History lessons are taught discretely once a week every other half term. History is also taught cross-circularly throughout termly topics. History is taught through a mixture of whole-class teaching and individual or group activities. Lessons are planned to link with class topics as part of a creative curriculum and to ensure a deeper understanding of areas of learning. Within lessons pupils are given the opportunity both to work on their own and to collaborate with others, listening to other pupil's ideas and treating these with respect. They have the opportunity to use a wide range of materials and resources, including digital technologies where appropriate.

In Reception, pupils are encouraged to take risks and make connections through play and adult focussed sessions, using a range of resources. These activities, both indoors and outdoors, attract the pupils' interest and curiosity. The development of the pupil's creativity and skills are related to the objectives set out in the early learning goal for 'Understanding the World'. This learning forms the foundations for later work in History. Learning in 'Understanding the World' occurs through planned, purposeful play and through a mix of adult-led and child-initiated activity.

## **Teaching and Learning Strategies**

In studying History pupils experience a variety of approaches to their learning including:

- Teacher demonstrations
- Individual and shared use of maps, atlases and globes
- Collaborative work
- Open-ended investigation

History provides opportunities for pupils to develop the following key skills:

- Historical Interpretations
- Historical Investigations
- Chronological Understanding
- Knowledge and Understanding of Events, People and Changes in the Past

## **Meeting the needs of all pupils**

Learning is planned for so that pupil interest is maintained, their individual needs are met and to ensure that all pupils are challenged and achieve success.

## **Special Educational Needs**

Careful attention is given to meeting the needs of SEN pupils at the planning stage. This can be assisted if the following is considered:

- The importance of relating the activities to the pupils' own experiences
- Emphasis on learning through visual, aural and tactile and expressions of that through non-verbal and creative media.
- The use of practical activities and learning through first hand experiences
- Opportunities for response and reflection and the use of self-evaluation and assessment
- Extension activities to enable those with developed skills
- All pupils are given credit for their own personal achievement.

## **Planning**

Each year group will base their planning around their current topics in line with the relevant curriculum skills and the local environment.

Progression, coverage and continuity in History is planned for by:

- following the objectives outlined in the National Curriculum 2014 in Key stage 1;
- producing long term plans, which group the objectives for each year group into topic areas;
- producing medium term plans, which show opportunities for cross-curricular work and identify teaching activities where the children can show evidence of mastery of the curriculum;
- producing short term plans which detail progression across the topic being studied. Differentiated, learning tasks, the deployment of extra adult support and the focus for the plenary are also identified;

- the learning objectives, outcomes and success criteria for each lesson are clearly identified on planning and are shared with the children as part of the 'learning culture' created within our school;
- regular monitoring/reviewing/revising of weekly and medium-term plans takes place, led by senior staff and the History subject lead.

### **Impact**

The impact of our History curriculum at Marlow C of E Infant School is:

- The vast majority of children reach age related expectations in History by the end of KS1
- Children are motivated and engaged and can access the learning
- Children will be able to take ownership of their learning by raising questions, planning and evaluating their tasks and be able to choose the most suitable strategy to complete a task.
- Children will have developed curiosity to know more about the past and have the skills required to explore their own historical interests.
- Children have gained core historical skills that they can take to their next school and deepen their learning further.

### **Assessment**

Assessment is an integral part of the planning process.

- Evidence for assessment is gathered through planned opportunities for observation, peer and self-assessment and teacher-led activities.
- Teachers use the Learning Ladders platform to record assessments against the objectives from the National Curriculum/Development Matters.
- When planning, the gap analysis from the Learning Ladders is used to identify gaps in the children's knowledge.
- Pupils are encouraged to reflect upon their chosen processes and materials and how effective they were and what could they do next time to improve or achieve different results.
- Further detail is contained in the school's Assessment Policy.

### **Record Keeping and tracking**

Children's work is completed in their Topic books or on digital devices. If necessary, photographs are also taken for evidence and added to pupils' folders/books. Teachers keep their own records of pupil's progress on Learning Ladders. The subject leader keeps sample evidence of the pupils work in a portfolio. This demonstrates the expected level of achievement in History in each year of the school.

Assessment is a central part of the learning process and can be carried out by:

- Planning activities which enable assessment to take place
- Discussion with children
- Asking open-ended questions
- Listening to children
- Observation of children working

### **Health and Safety**

If pupils are involved in the use of specialist objects, the teacher in charge will make suitable provision to ensure the safety of all pupils.

### **Equal Opportunities**

Please refer to the school's Equalities policy.

### **Staff development and training**

Staff development and training is provided in the following ways:

- school based INSET
- liaison with appropriate county and national services;
- working alongside other teachers or visiting other classrooms as an observer to share good practise.

### **The Role of the History subject leader**

The role of the subject leader is to:

- Distribute resources appropriately and monitor their use across the school.
- Offer advice on teaching methods and the use of resources to all members of the teaching staff including incorporating ICT where appropriate.
- Inform the staff of any new resources, if appropriate, or ideas in implementing the History curriculum.
- Update the policy when necessary.
- Co-ordinate the portfolio of examples of work.

- Research and Organise a list of locally available Historians for teachers to source.
- Coordinate whole school History events and research suitability for local/national events.
- Manage the History budget and order materials and equipment to enrich the school's provision for the subjects.
- Monitor and offer advice where necessary to develop displays in classrooms and around the school.

The History subject leader will develop their knowledge and familiarise themselves with changes in human interactions and relationships that transform cultural and social institutions. Where appropriate they will suggest and implement awareness at an age appropriate level of such social changes that are marked by events or programmes, eg Black History month, The Windrush generation; The slavery heritage in the UK etc

### **The Role of Governors**

Governors determine, support, monitor and review school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

### **Monitoring and evaluation of History policy**

- The effectiveness of the policy will be monitored during the year through:
- Monitoring of teaching and learning by the History subject leader and the SLT
- Visits from the inspectorate or advisory team
- Consultation with staff
- Sampling of pupil's work
- History governor to monitor through discussions with subject leader

### **The following criteria can be used as a measure of success:**

- Have the learning targets been achieved?
- Have standards improved?
- Is there whole-school consistency?
- Has any part of the policy been difficult/ impossible to achieve?

Date reviewed: April 2023

Review date: April 2026