



Girnhill Infant School

'Where everyone is valued and futures matter'



History Policy

Review Date: July 2019

Chair of Governors

Head Teacher

History Policy

Aims and Objectives

At Girnhill Infant School we aim:

- ❖ To provide a History curriculum which follows the national curriculum and is enhanced through children's classroom experience.
- ❖ For all children to enjoy and participate in individual and collaborative learning.
- ❖ To promote a History curriculum which provides engagement, challenge and support for all children.
- ❖ To enable learning experiences which promote independence, co-operation, imagination, curiosity, perseverance, concentration and pride.
- ❖ To have a developing awareness, appreciation and understanding of social, moral, spiritual and cultural.
- ❖ To enhance learning opportunities through appropriate use of ICT.
- ❖ To promote opportunities for children to further develop skills through an extended curriculum.

History Curriculum Planning

Our main priority at Girnhill Infant School is to teach and perfect the skills implemented by the National Curriculum for History

Early Years Foundation Stage

Understanding the World – People and communities

- ❖ Children talk about past and present events in their own lives and in the lives of family members.

History Programmes of Study: Key Stage 1

Purpose of Study

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. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for History aims to ensure that all pupils:

- ❖ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ❖ know and understand significant aspects of the history of the wider world
- ❖ gain and deploy a historically grounded understanding of abstract terms
- ❖ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, frame historically valid questions and create their own structured accounts, including written narratives and analyses

- ❖ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ❖ gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history and between short- and long-term timescales

Subject Content

Our pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will learn 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 will learn to use a wide vocabulary of everyday historical terms and ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will have a developing understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.

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 (the Great Fire of London and the first aeroplane flight and seaside holidays in the past)
- ❖ 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 (Wright Brothers, Samuel Peeps, Mary Anning)

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

Children are given a wide variety of experiences both in the classroom and out. We encourage school visits and visitors into school to enable the children to gain first hand experiences to support their learning.

Cross Curricular Learning

In teaching of History we aim to include cross curricular links whenever possible in order to provide opportunities for deeper learning. This is to help to enable the children to be able to transfer their learning between curriculum areas and to apply their literacy and mathematics skills in a wider range of contexts.

Special Educational Needs and Disability/Equal Opportunities

Girnhill Infant School follows the schools practices and procedures in line with the SEND policy and inclusion policy to ensure equality and inclusion of all children. The school aims to ensure equal access to the National and Early Years Foundation Stage Curriculum irrespective of ethnic or cultural origin, gender and physical or mental ability.

Spiritual, Moral, Social and Cultural Development through History

The History curriculum promotes a sense of enjoyment in the children's own creative and imaginative abilities and reflects the schools Social, Moral, Spiritual and Cultural policy.

E-Safety

The History policy adheres to the school's E-Safety policy.