



Chater Infant School

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

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 2017

Date of next review: November 2020

1. Values and Aims

- To stimulate an interest in and an enthusiasm for the past.
- To develop an awareness of how we find out about the past.
- To give pupils a sense of their own identity, through learning about past events.
- To raise an awareness of other cultures and societies.
- To promote an understanding of chronology.

2. Objectives.

(a) Learning:

We believe children learn through a subject and topic based approach, as well as through cross curricular subjects.

(b) Teaching:

We will develop historical knowledge, understanding and skills through teaching in groups and whole class as appropriate, as well as through discussion between teacher/child and child/child.

Activities are planned to enable all children to access the subject at their own level, therefore being inclusive to all abilities and children. Topics, themes and events throughout the year provide opportunities for the children to develop their historical skills, knowledge and understanding in more depth.

In order to develop the pupil's knowledge, understanding and skills we aim to provide opportunities for pupils to:-

- a) Ask historical questions (use enquiry leading to investigations through class work)
- b) Collect and record information in a variety of ways (interviews, observations, time lines, reports, maps etc)
- c) Use artefacts, photographs, paintings, books, the internet, museum visits and a variety of other resources and strategies.
- d) Analyse, interpret and evaluate information.
- e) Communicate their findings to others – orally, written and through role play and photographs.
- f) Use practical work wherever possible to enhance children's learning and develop understanding.
- g) Use cross curricular links and skills, such as Maths, Art, D.T, Drama and role play, Literacy and storytelling, Geography, Computing, Music etc.
- h) Use of the local area, trips and visitors.
- i) Provide opportunities for pupils to demonstrate an historical understanding of:
 - a) Cause and consequence, ie. why events happen.
 - b) Chronology.
 - c) Attitudes and values of people in the past in different times, places and within other cultures.
 - d) Continuity and change within living memory and beyond

3. Planning

In the Foundation Stage History is planned and taught through the appropriate development matters statements from the EYFS document within the curriculum area of Understanding the World..

In Key Stage 1 History is taught in blocks following the National Curriculum. A copy of the planning is available for the co-ordinator on the curriculum drive.

4. Assessment, Recording and Reporting

- In the Early Years Foundation Stage children are assessed against the appropriate Development Matters statements in the curriculum area of Understanding the World.
- In Key Stage 1 Formative assessment is ongoing, with evaluations informing the class teacher whether children are working below, at or above the expected standard. A summative assessment of children's attainment is made at the end of each term.
- A record is kept of work covered by individual teachers and through curriculum planning.
- There are two parent consultation evenings every year. Parents are encouraged to discuss individual progress with the class teacher or Headteacher.
- History is included in each child's Annual Report for Key Stage 1 under Humanities and within the Foundation Stage Profile Report, under Understanding the world.

5. Monitoring and Evaluation

- Planning is monitored by the Co-ordinator.
- Lesson Observations are carried out by the Coordinator. The observations have a specific focus, related to the School Development and Success Strategy.
- Work sampling and scrutiny is used to inform us about the progression, quality of work, range of recorded work, use of appropriate vocabulary and standards achieved.

6. Resources

History resources are kept in the PPA room, the outside storage unit and in class rooms. Many resources are in topic boxes.

It is also possible to borrow resources from the school library service and Watford Museum. These need to be ordered in advance.

The school also has the resource of the local environment, including Cassiobury Park and local museums. Lessons are enriched with trips, visitors and drama sessions.

7. Presentation

- Much of the work done for History will be practical but children will be given the opportunity to record their work appropriately.
- History is an integral part of the curriculum and links with most other curriculum areas, therefore may also be recorded and presented as such, ie through art work, role play, models, etc.
- History displays will be presented throughout the school.
- Presentation of aspects of their work will take place in Sharing Assemblies or end of term shows.

8. Cross Curricular Links

All teaching and learning at Chater Infant School provides opportunities for cross-curricular links with all subjects. Teaching and learning in History links especially with Art, Design Technology, Music, Speaking and Listening (particularly questioning), Computing and PSHCE. English is embedded within the History curriculum through report writing and the use of nonfiction texts.

9. Management and Co-ordination

The History co-ordinator manages this area of the curriculum in line with the job description for the subject co-ordinators.

This policy is reviewed during a staff meeting to ensure it still represents the values and practice of the school. It is then reviewed by the Curriculum Committee and ratified by the Governing Body.