

Airedale Infant School

'Ambition, Bravery, Respect

History Policy

Version	Date
Last reviewed	July 2021
Next reviewed	July 2022
Owner	Subject Leader/SLT
Approver	Academy Council

Our rationale

History is the study of events over time. It covers how the past influences our lives and shapes our customs and beliefs. History helps children to develop a sense of identity and to make sense of the world in which they live.

At Airedale Infant School children are given access to the past through structured teaching of important events in the history of Britain and other parts of the world. They are given opportunities to investigate local history and to learn about and interpret the past from a range of primary sources.

At Airedale Infant School as a result of good and outstanding teaching and learning experiences including visits/visitors and workshops, pupils have excellent opportunities to develop their historical knowledge through learning about, and understanding, important aspects of local, national and world events and the histories of cultures other than their own.

All pupils have the opportunity to study different themes and issues across the key stager and underpin their understanding of chronological events which are combined with well-planned in-depth studies to ensure that pupils develop a sophisticated and wide-ranging understanding of history and why studying it matters.

Excellent links exist between Airedale Infants School and other agencies and the wider community which provide extensive and varied enrichment activities that are fully integrated into the curriculum and are highly effective in promoting enjoyment and achievement in history.

Aims: Intent

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

- To 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
- To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

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- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- To 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
- To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Curriculum and Subject Content: Implementation

Key stage 1

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. They should 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 should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be 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]

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

History Curriculum Map 21- 22

Year 1	History- About me and family			History- Artefact from past and present / ordering artefacts	History- About me and family	
Year 2		History— Great Fire of London		History- Mary Seacole/Flor ence Nightingale		Aviation History

Monitoring and Evaluation: Impact

Throughout the term/year a range of monitoring activities are conducted in-line with the schools monitoring calendar such as: lesson observations/drop-ins, book/work scrutiny, pupil voice, display audits alongside planning scrutinies. This enables the history leader to constantly monitor their subject area, identify needs for CPD and/or peer support, while keeping abreast of standards in history across school.

Assessment

Assessment in History is based upon knowledge and understanding. At Airedale Infant School we use a range of assessment materials to ensure that children are making appropriate progress, including assessment tasks, observations and experiments. Pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programmes of study.

Assessment should:

Assessment should:

- Be formative and summative
- Be used to inform the teacher for future planning
- Promote continuity and progression
- Form the basis for reporting to parents
- Be based on observation, participation and written outcomes
- Include video evidence where appropriate for skills that are not evident in books

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The National Curriculum has no prescribed assessment for history. However, assessments are made towards the end of each unit of work. Ongoing peer critique for group work take place as well teacher assessment. Class teachers are responsible for recording achievement of children working below, at or above age related expectations for their age. All staff at Airedale Infant School strive to ensure that our children reach their full potential in history and that they understand and enjoy their experiences. They ensure that tasks are differentiated appropriately to match the needs of all pupils, including those with Special Educational Needs. We have a tracking system within school, to follow and accelerate pupil's progress. The school history coordinator monitors progress through the school by sampling children's work at regular intervals.