

# Grasslot School

## History Policy

History is a foundation subject within the National Curriculum which gives the children an understanding of their own personal history and that of other people and events in the past. It is our aim that children in our school are able to develop a sense of identity and a cultural understanding based on their historical heritage.

### Our aims for teaching History.

We plan to meet the requirements of the Early Years Foundation Stage and the New National Curriculum 2014 through both discrete and cross curricular lessons.

We aim to:

- Foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer
- Enable children to know about significant events in British history and the lives of famous people
- Develop a sense of chronology
- Develop some knowledge and understanding of historical development in the wider world

### Planning

Long term and medium term planning across the school are developed using the Early Years Foundation Stage 2021, and the National Curriculum 2014 (End of Key Stage Expectations). We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression so that the children are increasingly challenged as they move up through the school.

In the Foundation Stage we relate the history side of the children's work to the objectives set out in the Early Years Foundation Stage Curriculum under 'Understanding the World' strand. Much of the 'History' taught in the Foundation Stage is based on developing an identity of self and is concerned with the children's own personal life history, e.g. changes from a baby and significant events. While there are planned activities to ensure children are given specific delivery of history concepts, adults also develop knowledge through enhancing provision and engaging in dialogue.

Cross curricular links are a feature of our History planning, particularly in Key Stage 1. Clear links are made with English through actively utilising skills of reading, writing, speaking and listening (see later section). Mathematics and PSE skills are also promoted and developed through well planned topic-based activities.

### Speaking and Listening

Through History children develop oracy through discussing historical questions or presenting their findings to the rest of the class. We plan for and use a variety

of speaking and listening techniques, such as, hot-seating, talk partners, group and whole class discussions. We encourage children to 'Talk like a historian' using our oracy mats, these include sentence stems and key vocabulary. Teachers can edit these each topic to suit the vocabulary needed.

### **Assessment**

Children in the Foundation Stage are regularly assessed through observation and discussion, which is monitored using Tapestry. At the end of the Foundation Stage a judgement will be made against the Early Learning Goal (Past and Present strand).

In Key Stage One children are assessed against the end of year expectations, which is recorded and evidenced on Tapestry. This continuous formative assessment is carried out to ensure planning is appropriately differentiated to meet the needs of the class.

Assessments against the End of Key Stage Expectations are used to inform parents and form part of the End of Year School Report.

### **ICT**

Children are presented with a range of sources of historical information such as books, images, sound clips and on-screen texts. Interactive whiteboards are located in every classroom and are used to display texts on a large scale to the whole class. Children are also given opportunities to research and explore history using the internet.

### **Special Educational Needs and Gifted and Talented**

All children are entitled to a broad and balanced curriculum. Therefore, every child within the school is provided with differentiated planning to suit their needs. A variety of teaching styles is used within this subject to ensure that all learning styles are addressed. Children who demonstrate 'Gifted and Talented' skills in history are provided with challenging activities and placed upon the school's gifted and talented register.

### **Equal Opportunities and Inclusion**

All children irrespective of gender, ability, ethnic and social circumstances have access to the curriculum.

### **Monitoring and Evaluation**

It is the responsibility of the subject leader and Head Teacher to evaluate the working of this policy throughout the school.

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