



Filey C E Nursery & Infants Academy

'Inspiring Confident Learners, Reflecting Christian Values'

We endeavour to uphold Christian teaching to:

"Shine as lights in the world and love as Jesus loves us" (Philippians 2:15, John 13.34)

Our school is a Church of England School rooted in 'Compassion, Community and Friendship'.

Aims and Objectives:

The aim of history teaching is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today. We teach children to investigate past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem solving.

Teaching and Learning Styles:

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. We give children the opportunity to visit local sites of historical significance e.g. Filey Museum, Scarborough Castle etc. We encourage visitors to come into the school and talk about their experiences of events in the past. e.g Vikings We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in

different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

We recognise the fact that in all classes there are children of widely different abilities and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks, Which are open- ended and can have a variety of responses:
- Setting task of increasing difficulty;
- Providing resources of different complexity depending on the ability of the child;
- Using classroom assistants to support children individually or in groups.

History curriculum planning:

Planning for history follows the National Curriculum in England 2014 and is used as the base for our curriculum planning in history. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge so that the children are increasingly challenged as they move up through the school. We carry our curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the progression of skills in History throughout the Key Stage. Some topics have a particular historical focus. In the term we plan and teach the knowledge, skills and understanding set out in the National Curriculum. The history subject leader keeps and reviews these plans on a regular basis. At time we have mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have completer coverage of the National Curriculum, but do not have repeat topic. The short term plan outlines specific learning objectives for that lesson.

Foundation Stage:

Early Learning Goals (ELGs) underpin the curriculum planning for children aged three to five. History in the Foundation Stage is taught under the umbrella of 'Understanding the World' and we relate the historical aspects of the children's work to the objectives set out in this area. The children are supported in developing their knowledge, skills and understanding that helps them to make sense of the world.

- Children find out about past and present events in their own lives and in the lives of family members.
- Use everyday language related to time

Cross- Curricular Links

English:

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy are historical in nature, Children develop oracy through discussing historical questions or presenting their finding to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

Mathematics:

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. They use historical vocabulary in a wide range of activities and settings.

Computing:

We use ICT in history teaching where appropriate. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet

Personal, social and health education (PSHE) and citizenship:

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of topics. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others acknowledging our Christian Values of Friendship, Compassion and Community.

Teaching history to children with special educational needs:

At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We enable pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example, a visit to an historic site, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils and include additional risk assessment for children with SEN if appropriate.

Spiritual, moral, social and cultural development:

When teaching history, we contribute to the children's spiritual development where possible. Children learn about the role of the church over time and they find out how British society has changed over time. We develop an understanding of British Values of Tolerance, Democracy, Individual Liberty, Mutual Respect and a Rule of Law.

Assessment and recording:

Assessment is an on-going process and an integral part of teaching and learning, with the children being fully involved in the process and an integral part of teaching and learning, with the children being fully involved in the process. We assess children's work in history by making informal judgments as we observe them during each history lesson and during the plenary. On completion of a piece of work, the teacher marks the work and comments as

necessary. The history subject leader assesses through learning walks, pupil, planning scrutinies and audit of historical experiences.

Resources:

The local environment provides resource opportunity e.g. Filey Museum, Lifeboat. The children access the wider historical environment e.g. Castle Museum, York, Ryedale Folk Museum and the Rotunda Museum, Scarborough and a range of historical artefacts are available within school.

Monitoring and review:

It is the history subject leader's job to ensure progression is made throughout the school and to keep staff informed about current developments in this curriculum area. Termly book scrutiny provide assessment of writing for a purpose including historical recording.

Equal Opportunities

We ensure that our literature includes material from other cultures and countries and this is an opportunity to consider multi-cultural and cross-cultural issues.

This policy was reviewed and amended in September 2023

To be reviewed September 2024

S Hiley

