



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 and the Lifeboat museum. We encourage visitors to come into the school and talk about their experiences of events in the past.

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 that in all classes there are children of 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. By so doing, we ensure that children have complete coverage of the National Curriculum, but do not have repeated topics. 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 understanding 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 activities using and creating time-lines. They use historical vocabulary in a wide range of activities.

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 includes people from many different cultures and start to develop tolerance and respect for others acknowledging our Christian Values of Community, Compassion and Friendship.

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 a 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 assessments for children with SEN if required.

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. We develop an understanding of British Values including 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. We assess children's work in history by making informal judgments as we observe them during each history lesson. 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 voice, planning scrutiny and audit of historical experiences.

Resources:

The local environment provides resource opportunities and visits e.g. Filey Museum, Rotunda Museum and the Lifeboat House. Also a range of historical artefacts and books are also available within school and available from the local museums.

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