

Newport Infant School

History Policy

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Policy Lead	Carole Slack and Jane West
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1.1 General Statement of Aims

- To arouse and sustain an interest in history.
- To contribute to the pupils` understanding of the present in the light of the past.
- To at least cover the content determined by the National Curriculum Programmes of Study and the Stepping Stones within the Curriculum Guidance for the Foundation Stage
- To introduce and develop skills and concepts.
- To make links with other curriculum areas where appropriate and to use ICT as a way of communicating ideas and gaining knowledge and information.
- To understand the early learning goals for a sense of time.

1.2 Teaching and Learning

Activities should take account of the Programmes of Study, (chronological understanding, knowledge and understanding of events, people and changes in the past., historical interpretation, historical enquiry and organisation and communication) the key elements and the general requirements for Key Stage 1.

- All work in history should take account of the different ages and abilities in the classroom.
- Teaching strategies will involve the whole class, groups or individual pupils.
- In the foundation stage history is encompassed as part of knowledge and understanding and each term has historical content to help the children find out about past and present events in their own lives, and other people they know.
- In years 1 and 2 history is carefully planned to ensure continuity, progression and coverage of the subject.
- In year 1 a historical theme is undertaken as an integral part of the topic each term. This is to give a broad insight into history aspects and themes and includes ICT and the internet.
- Year 2 have an historical based term to enable children to do in depth research into the theme. In the remaining two terms history work is carefully planned, but does not form a major focus. ICT and use of the internet will play an important role in historical fact finding.
- History is introduced in the classroom in a variety of ways.
- Questioning and enquiry will run through all aspects of the teaching of history. Outlined below are various starting points

Story/picture books

- Distinguish between fact and fiction
- Sequencing events

Songs/rhymes	<ul style="list-style-type: none">- Introduction to the past- Different versions, including their own- Answering questions- Comparison- Hot seating
Reference Books	<ul style="list-style-type: none">- Reading for information- Answering questions- Comparison
Evidence from:	<ul style="list-style-type: none">- Observation
Artefacts	<ul style="list-style-type: none">- Handling
Photographs	<ul style="list-style-type: none">- Comparison
Objects	<ul style="list-style-type: none">- Questioning
Buildings	<ul style="list-style-type: none">- Sequencing
Television Programmes	<ul style="list-style-type: none">- Deduction
Chronology	<ul style="list-style-type: none">- Sequencing
Internet	<ul style="list-style-type: none">- Time Lines- Family Trees
A Question	
Event	<ul style="list-style-type: none">- Festivals- Anniversaries- School Celebrations- Commemorations
Visit	<ul style="list-style-type: none">- Role Play <u>ie</u> Shugborough- Galleries- Museums- Buildings
Visitors	<ul style="list-style-type: none">- Grandparents- Visitors with artefacts
ICT	<ul style="list-style-type: none">- Various historical themes- Internet - www.qca.org.uk/history/innovating- Both text and images using various websites- Intranet

www.spartacus.schoolnet.co.uk
or
Shropshire Records & Research:
Local Studies Focus
01743-255350

2.1 The Overall Curriculum Plan

History is embedded into our creative curriculum as Knowledge and Understanding of the World.

The reception children work to the foundation stage requirements and years 1 and 2 work to the National Curriculum requirements for Key Stage 1.

Historical Knowledge and Understanding

- Sequencing

Events - own life time eg special events
Objects - old/new eg toys
- familiar eg toys/clothes

- Using common words and phrases

Passing of time - non specific language
eg old/new
mine/mum's
now/then
now/long ago
- days
Timeless - non standard unit of time eg when I was born

- Stories about different periods

Eyewitness accounts To look at their own lives and retell experiences

Stories - sequencing three or more events orally
or pictorially

- Similarities and differences in ways of life at different times
- own life, other people they know, families

- Ways in which past is represented eg artefacts
pictures, photographs
written accounts
songs/rhymes

- Talking about a source
- Use questions set by the teacher orally/pictorially and written as appropriate and ask their own questions
- Responding to activities through talk, play and drawing
- Role play

Year 1

Chronological understanding	<ul style="list-style-type: none"> • Sequencing Events - families - parents Objects - 2/3 old and new • Using common words and phrases Passing of time - specific language - before, after, along time ago, past - months, seasons • Timeless - now, when Mum/Gran was little
Knowledge and understanding of events, people and change in the past	<ul style="list-style-type: none"> • Stories about different periods Eyewitness accounts - parents/other adults eg what school was like when they were little Stories - identify changes • Cause and effect - give reasons for own/other children`s actions eg every day occurrences, why did you do this/that? - identify differences between ways of life at difference times - when Mum was little
Historical interpretation	<p>Ways in which the past is represented</p> <ul style="list-style-type: none"> - artefacts - pictures, photographs - museum, historical site - television programmes, films - written accounts - songs/rhymes - use of ICT
Historical Enquiry	<p>Range of sources</p> <ul style="list-style-type: none"> - aretfacts, pictures, photographs - adults talking about their past - eye - witness accounts - buildings and sites - written - visits to museums and galleries <p>Answering teacher led questions</p>
Organisation and Communication	<ul style="list-style-type: none"> • Communication information from a source eg photographs, artefact by observation and discussion • Respond to questions • Writing • Using ICT - research, images, text, word processing

Year 2

<p>Chronological enquiry</p>	<ul style="list-style-type: none"> • Sequencing Events <ul style="list-style-type: none"> - families - grandparents - beyond living memory Objects <ul style="list-style-type: none"> - unfamiliar eg kitchen utensils - three or more eg flat/gas/electric/cordless iron, range, gas/electric cooker, microwave • Using common words and phrases Passing of time Timelines <ul style="list-style-type: none"> - periods in time eg Victorian, decades, timelines - now, then, long ago - children's own criteria - standard units of time eg decades, centuries
<p>Knowledge and Understanding of events, people and change in the past</p>	<ul style="list-style-type: none"> • Stories about different periods Eyewitness accounts <ul style="list-style-type: none"> - older people within living memory - before living memory eg diaries - sequencing three or more events - orally/pictorially/written - explanations for events - make deductions - suggest reasons why people in the past acted as they did (based on historical knowledge) - suggest reasons why a historical event in the past happened Stories <ul style="list-style-type: none"> - explanations for events - make deductions • Cause and effect • Similarities and differences in ways of life at different times Families <ul style="list-style-type: none"> - when Gran was little - beyond living memory and compare with our own eg Victorian life with life today - comparing aspects with life over time eg changes in ways of cooking food
<p>Historical interpretation</p>	<p>Ways in which the past is represented</p> <ul style="list-style-type: none"> - artefacts - pictures, photographs - museum/historical site - television programmes, films - songs/rhymes - visit to galleries - eye-witness accounts - ICT - CD ROM, internet research

Year 2 (continued)

Historical Enquiry	Asking and Answering	<ul style="list-style-type: none">- enquiry process eg Why did great-great Grandma's wash day take so long?- What is already known?- How can we classify this information eg chart, graph, map- How to find out about the past from a range of sources of information (for example, stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources)- To ask and answer questions about the past
Organisation and Communication		<ul style="list-style-type: none">- ask own questions- made deductionswritten accountsICT

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3.1 Resources

Class based:

Each class has a variety of story books which could be used as a starting point for history. Eg

TITLE	AUTHOR	HISTORICAL AREA
Peepol!	Janet and Allan Ahlberg	Evidence
The Patchwork Quilt	Valerie Flourney	Looking back (remembering)
A Baby's Catalogue	Allan and Janet Ahlberg	Days and Day and Times
The Tiny Seed	Eric Carle	Growth of the cycle of life

See `A Time for Stories` in the resources box.

Fact books - A growing selection of information books on historical characters and events in the main school library.

School based:

History books are available from the library area and can be borrowed by classes or individuals as appropriate.

Reference books for staff can be found in the `History` resource box on the shelves in the resources room:

Videos

Stop, Look, Listen: Famous People

Teacher's Guide and video

George Stephenson

Grace Darling

Alexander Graham Bell

Mary Seacole

Neil Armstrong

Toys with Magic Grandad

Famous People with Magic Grandad

Queen Elizabeth I

Louis Braille

Florence Nightingale

Samuel Peyps

Seaside Holidays with Magic Grandad

Part 1 and Part 2 - Woody

Frequently used books for History:

Non Fiction Books	Fiction Books
What Babies used to Wear	Granny's Quilt
What was it like before Electricity?	Victorian Adventure ORT
Toys Past and Present	Broken Roof ORT
Gunpowder Plot	
Florence Nightingale	

A time for Stories - Shropshire LEA
Using Time Lines - Shropshire LEA

English Heritage Education Service Booklets
Primary History - Oliver Aston
A Sense of History Key Stage 1 - Longman

History - The National Curriculum for England Key Stage 1-3 1999
The QCA Schemes of work plus primary updates
Inspecting National Curriculum subjects 2001 (History)
Planning, teaching and assessing the curriculum for pupils with learning difficulties History (QCA 2001)
Primary OFSTED framework 2000
Web sites - - (Wrekin Intranet for history)
LEA guidance document on teaching more able pupils
LEA Assessment, Recording and Reporting Policy
History Schemes of work Key Element Coverage
ICT - suitable websites for example BBC

County based:

Museum in a box - available through the Library Service - Telephone Number: 01743-255030 at a cost of £10 for two weeks loan. Topics include:

- 1 Roman Cooking
- 2 Roman Architecture
- 3 Tudor Buildings
- 4 The Victorian Mantelpiece
- 5 The Victorian Cook
- 6 Victorian Laundry
- 7 Victorian Lighting
- 8 Victorian Toy and Games
- 9 Victorian Farmhouse Chores
- 10 Victorian Buttermaking
- 11 Rocks

Photographs are available through the Photographic Loan Service at The Ironbridge Gorge Museum - 01952-433522.

Rose Giles - Victorian authentic costumes for town and country - 01630-638581.

Enough costumes for approximately 12 children. An afternoon visit will cost approximately £75.

Bob Grafton - Case Histories - 01952 433684

Shoes through the ages - venue Ludlow Museum. Children can handle and wear real and replica shoes - Roman, Tudor, Victorian, early 1900s, modern - 01743-255015.

Sites frequently visited:

Ironbridge Gorge Museum - 01952-433522

Ludlow Museum - 01584-875384

Much Wenlock Museum - 01952-727773

Acton Scott Farm Museum - 01694-781306/781307

Shugborough Hall

Black Country Museum

3.2 The Role of the Co-ordinator

It is the responsibility of the Coordinator to

- Provide leadership and direction for the subject, ensuring that it is managed and organised to meet the needs of the school and the requirements of the National Curriculum
- Aim to improve the quality of teaching and learning in
- To understand the nature of the subject
- To have knowledge of current developments
- To have knowledge of key characteristics of quality teaching and learning
- To have knowledge of key features of quality learning environment and teacher repertoire

Policy Implementation

- To develop a History Policy to share with Governors, teaching staff, parents and other interested parties ie Ofsted or LEA
- To formulate and revise schemes of work
- To assist in the planning process
- To assist/lead INSET initiatives
- To consult and advise colleagues

Review and Evaluation

- To participate in and lead evaluation in the subject
- To be involved in informing gathering information about the subject and analysing data ie end of year Teacher Assessments
- To be involved in writing an evaluation of the subject, to communicate its findings and to undertake any necessary follow-up action.

Resource Management

- To identify needs of the school and then to identify the resources to meet these needs

Resource Acquisition

- To help link staff with complementary needs/expertise and appropriate training
- To develop contacts beyond school

Assessment

Although assigning levels is not a statutory requirement at the end of Key Stage 1 at Newport Infant School we give teacher assessment levels. This is annually recorded on the cohort sheets and reported to parents. This links in with the whole school assessment policy and tracking pupil's progress throughout Key Stage 1

Communications and Public Relations

- To share good practice
- To set up displays
- To lead workshops for parents/the community/Governors
- To consult/inform Governors on matters of policy and practice
- To inform the local press/media of interesting work/happenings in school
- To keep links with the LEA

4.1 **ASSESSMENT**

The School has an overall policy of assessment which encompasses history.

In deciding on a pupils level of attainment at the end of the key stage, teachers should judge which description best fits the pupils performance. Teachers will make a note where a child's progress differs markedly from that of the rest of the class, and the reasons for the difference, and pass this on to the next teacher.

It is important to link assessment judgements with subsequent planned learning.

The QCA Schemes of work provide information and a guideline to help with planning

Pupils with additional educational needs are recorded on the able children and special needs register.

Some ways of assessing pupils` understanding of history at Key Stage 1

Opportunities to monitor children's learning will occur during everyday classroom situations through

- Watching children as they work in history
 - Listening to children as they talk about their learning in history
 - Questioning children
 - Listen to questions children ask about the past
 - Discussing and reviewing children's work with them
 - Marking children's work
 - Asking children to assess their work or the work of their peers
1. Discussion of one picture. How can we tell this picture is showing us life in the past and not nowadays?
 2. Comparing pictures: then and now. What are the main differences?
 3. What can we tell about life in the past from this picture?
 4. What part of the story is this picture showing? What occurred before/after?
 5. Retelling the story orally or by sequencing pictures
 6. Sorting pictures/objects into old and new or then/now with pupils orally explaining how they know or listing a few points on a sheet eg Old Bear/New Bear Old Bear has only got one ear, bits are coming off him, he is worn etc.

7. Matching pictures to people/places eg what would this lady in this picture have used in order to
8. Listing
9. Drawing an object into a picture where it has been blanked out.
10. Annotate a picture or simple line master of a picture/photo.
11. Write a caption.
12. Label a timeline.
13. Write a descriptive account of an event.
14. Spot the anachronism eg computer in Victorian classroom.
15. Speech bubbles.

Assessment, Recording and Reporting

Assessment is carried out through observations, listening, questioning and talking to the children. This in turn gives teachers information on which next steps can be planned.

Assessment is also a way of gathering supportive evidence for record keeping, reporting and moderating. Children's work is saved as evidence and used to support assessment for continuity and progression.

Reporting to parents is undertaken every term, with a supportive written report during the Summer Term.

In the end of year written report for parents the children will be given a teacher assessed level. These level descriptors may provide a useful reference to help make more summative judgements about children's attainment in history. Such judgements can serve a number of purposes

- To summarise attainment and track children's longer term progress in history
- To summarise attainment for parents or another teacher
- To help monitor the effectiveness of a school's history plans

Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties

All pupils are entitled to access to the history curriculum.

The QCA have produced a document to help with the planning, teaching and assessment of pupils with learning difficulties.

These guidelines contain:

- Support on developing and planning the curriculum
- Support on developing skills across the curriculum
- Subject materials on planning, teaching and assessing. This includes descriptions of pupils' attainment showing progress up to level 1 of the national curriculum, which can be used to recognise attainment and structure in teaching.

Staff at Newport Infant School continually monitor their planning, teaching and assessment to ensure all pupils are given relevant and appropriately challenging work at each level.

ICT Through History

At Key Stage 1 there is no statutory requirement to use ICT but teachers always try to find suitable programs to use.

One area pupils could use ICT is for finding information about a famous person, or by using timelines.

ICT can be used for

- Research - text images both as a class and independently
- Presentation - upload work to OLE, use of computer programs to record work in different formats
- Word processing eg toy catalogues
- Recording/videoing children's responses
- Digital camera eg Victorian day, artefacts
- Drawing artefacts

Performance Descriptions in History for Pupils with Learning Difficulties

From level P4 to P8, many believe it is possible to describe pupils' performance in a way that indicates the emergence of skills, knowledge and understanding in history. The descriptions provide an example of how this can be done.

P4 Pupils recognise themselves and other people in pictures of the recent past. They link the passage of time with a variety of indicators, for example, weekend activities, summer holidays or seasonal changes. They use single words, signs or symbols to confirm the function of everyday items from the past, for example, `cup`, `bed`, `house`.

P5 Pupils know they took part in past events and they listen and respond to familiar stories about their own past. They begin to communicate about activities and events in the past, for example, saying or signing `baby toys`, in response to personal items from their own early childhood. With some prompting or support, they answer simple questions about historical artefacts and buildings, for example, identifying a bowl as being made out of wood.

P6 Pupils recognise and make comments about themselves and people they know in pictures of the more distant past. They recognise some obvious distinctions between the past and the present in their own lives and and communicate about these, for example, noting their attendance at a different school in the past. They begin to pick historical artefacts out from collections of items, for example, identifying old plates, items of clothing or hand tools.

P7 Pupils begin to recognise some distinctions between the past and present in other people's lives as well as their own and communicate about these in simple phrases and statements. They listen to and follow stories about people and events in the past as well as events in their own lives. They sort objects to given criteria, for example, old toys and new toys.

P8 Pupils indicate if personal events and objects belong in the past or present. They begin to use some common words, signs or symbols to indicate the passage of time, for example, now/then, today/yesterday. They can recount episodes from their own past and some details from other historical events with prompts, for example, past school or local events. They answer simple questions about historical stories and artefacts.

4.2 Evaluating Success

The Ofsted framework was used to identify the key elements in successful teaching and learning in history.

Standards

Good standard of achievement will be reached when children:

- acquire knowledge of the themes/units
- understand chronology and how aspects of the past link with each other
- offer explanations as to why certain things happened
- use different sources of evidence
- understand how interpretations of the past can differ
- locate, select and organise historical information
- present their findings effectively

Learning

Effective learning will be characterised by:

- progress in knowledge
- increasingly effective use of skills
- a range of these skills to include acquiring and recording information; analysing sources of different kinds; presenting findings in an informed way; understanding the use of evidence
- an attitude to the past and an appreciation of how it has influenced the present
- an enthusiasm for the work in hand
- tolerance for a range of opinions
- a willingness to work with others

Teaching

Effective teaching will include:

- providing a balance between imparting information and prompting children to become active enquirers on their own account
- the use of story and narrative when appropriate
- the use of a wide range of tasks that can be tackled individually and co-operatively
- whole class teaching when appropriate
- activities such as field work, visits and simulations
- the use of resources to include: books, documents, newspapers, maps, photographs, artefacts and video and the internet

Programme of Study : History

KEY STAGE 1

Knowledge, Skills and Understanding

Chronological understanding

1. Pupils should be taught to:
 - a. place events and objects in chronological order
 - b. use common words and phrases relating to the passing of time (for example, before, after, a long time ago, past).

Knowledge and understanding of events, people and changes in the past

2. Pupils should be taught to:
 - a. recognise why people did things, why events happened and what happened as a result
 - b. identify differences between ways of life at different times.

Historical interpretation

3. Pupils should be taught to identify different ways in which the past is represented.

Historical enquiry

4. Pupils should be taught:
 - a. how to find out about the past from a range of sources of information (for example, stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources)
 - b. to ask and answer questions about the past.

Organisations and Communication

5. Pupils should be taught to select from their knowledge of history and communicate it in a variety of ways (for example, talking, writing, using ICT).

Breadth of Study

6. During the key stage, pupils should be taught the Knowledge, skills and understanding through the following areas of study:
 - a. changes in their own lives and the way of life of their family or others around them
 - b. the way of life of people in the more distant past who lived in the local area or elsewhere in Britain
 - c. the lives of significant men, women and children drawn from the history of Britain and the wider world (for example, artists, engineers, explorers, inventors, pioneers, rulers, saints, scientists)
 - d. past events from the history of Britain and the wider world (for example, events such as the Gunpowder Plot, the Olympic Games, other events that are commemorated).

4.3 Success Criteria

During the course of historical investigations throughout the key stage, cut particularly in Years 1 and 2 we will be using all or some of the following pointers to inform us of the point the children have reached in their historical thinking.

Evidence of standards achieved may be gained from the following sources:

- verbal responses - types of questions asked and the answers given
- timelines - use of
- discussions - ability to talk about topic
- use of correct historical terms
- observing artefacts - responses in visual, written and oral form
- using different versions of the same story - ability to articulate differences and similarities
- looking for changes - ability to select key points
- use of reference books - usage and quality of usage
- drawing and labelling of diagrams - degree of accuracy and understanding

Evidence of Learning may be found through:

- discussion
- a variety of methods of recording
- ability to look for and find clues as to why things have changed
- use of evidence to support their reasons
- children able to demonstrate an appreciation of how the past has been influenced by new inventions and therefore changes have occurred