



Pilgrims School

History Policy

January 2023

Next review date: January 2024



Please note: 'School' refers to Early Years Foundation Stage (Little Pilgrims and Pre School) and Pilgrims Main School.

SEN Provision

Planning will be differentiated to accommodate individual children's needs where relevant. Teaching and learning will take into account the current policy for children with special educational needs.

Able, Gifted and Talented

Children who show particularly talents in history activities are identified and put on the Able, Gifted & Talented register. They are then given opportunities to further develop their skills within lessons and through the opportunity to participate in outside events or activities (See A, G & T policy).

Inclusion

All children regardless of gender, ethnic group, culture, ability and EAL are entitled to full access to the history curriculum (see Equal opportunities policy)

Health and safety

Lessons are taught taking into account the health and safety of all. Safe practice is essential and must be promoted, discussed and modelled at all times. Where necessary, risk assessments are carried out to ensure safety issues have been identified and managed effectively.

Our Aims

At Pilgrims we aim to:

- Provide a broad and balanced curriculum; promoting lively, enquiring, independent and imaginative minds.
- Help children explore and understand the events, attitudes, opinions and motivations of the past and how these factors influence the present.
- Examine Britain's past and the past of the wider world.
- Encourage children to develop an interest in fact finding, gaining a chronological knowledge of significant events and people as well as themselves
- Provide children with a greater sense of perspective about themselves as individuals and members of society.
- Encourage children to become independent thinkers and decision makers.

In keeping with the school's values, staff and governors are committed to:

Kindness

- Working together to help and support each other
- Providing a safe, stimulating learning environment
- Encouraging a sense of responsibility and positive attitude to caring for the world in which we live

Curiosity

- Making learning an enjoyable and challenging experience
- Promote lively, enquiring, independent and imaginative minds and develop enthusiasm for all aspects of History
- Fostering imagination, creativity, problem solving and a willingness to take risks
- Promoting assessment for learning building on what the children already know and encouraging a greater responsibility and ability to think and learn for themselves
- Developing lively and enquiring minds and build on natural curiosity
- Providing opportunities for pupils to work independently and collaboratively
- Developing children's capacity to learn about ways of thinking, finding information and presenting their work

Respect

- Ensuring that every child succeeds by providing an inclusive education with a culture of high expectations
- Promoting respect for ideas and investigate the points of view of other pupils.
- Encouraging curiosity, perseverance, open-mindedness, critical reflection and cooperation.

Teaching and Learning Objectives

Learning

At Pilgrims we believe children learn when given opportunities covering a wide range of appropriate historical experiences such as:

- Educational visits to places of historical interest. Outings to local museums and galleries.
- Information technology
- Drama and visual media.
- Opportunities to look at and interact with historical artefacts.
- Investigation of paintings, photographs and maps.
- Use of books for pictures and information.
- Use of computers for representation, simulations and information.
- Use of appropriate music and dance activities.

They also find out about and understand the past in order to appreciate the present through:

- Displays around the school and pictures on the walls; some showing the beginnings of Pilgrims, emphasising the events that are the making of the school's history.
- Displaying collections of artefacts from time to time as a focus for historical interest.
- The use of time line in topic work – for example 'London', 'Turrets and Tiaras' (Castles) and activities for special occasions e.g. The Millennium, The Royal wedding 2018, VE Day, The Queen's Jubilee (NB topic titles may change).
- Encouraging the children to share their own experiences, special times / occasions and investigations.
- The presentation of history displays in the classrooms mainly through topic displays.

Teaching

Teachers develop the children's knowledge and understanding through a variety of methods:

- Observing and exploring a range of objects and artefacts.
- Reading stories and reports.
- Sharing significant experiences from their own lives.
- Looking at and making time lines.
- Discussions and questioning.
- Going on historical visits.
- Inviting visitors to give talks and demonstrations.
- Making historical enquiries and gathering information from a range of sources including the internet

Teaching will be based around year group projects with learning objectives where skills are drawn from the 'Early Years Foundation Stage' document and the 'National Curriculum'.

Assessment, Recording and Reporting

Progress in History can be seen:

- In the complexity of children's questions.
- Their understanding of initially concrete concepts, leading to more abstract ideas.
- Their developing research skills.
- Their ability to reason and interpret information they discover.

Questions and observations are used to assess children's understanding.

Recording will take on different forms, such as in the form of pictures, written work, photographs, ICT and observations.

Formal reporting will take place through twice yearly consultation and annual written reports to parents. Information will also be passed on to the next class teacher.

Planning

At Pilgrims we use the 'Early Years Foundation Stage Curriculum' and the 'National Curriculum' as a basis for our planning. Basic historic principles and skills are introduced in Little Pilgrims and Preschool through discussions about themselves and changes to themselves. These are supported by the guidelines offered by the framework of the EYFS and development matters document. In main school, History is planned within the whole school creative curriculum planning cycle to insure progression and continuity. Planning is also based on the children's prior knowledge and understanding of a topic. Mind maps and questioning are used to assess this. Each year group completes long term, medium term and short-term plans. History throughout the school is monitored by the History subject co-ordinator to ensure continuity and progress.

Organisation

Lessons are organised as appropriate to the topics, activities and age of the pupils, using a range of ways to engage pupil's interest and promote effective learning. History will be taught as part of the creative curriculum and will either be a main focus for the topic or will be incorporated alongside Geography through the topic. The teaching activities that take place will be differentiated to match the needs of different ability groups or individuals within the class. This will include G&T and SEND groups / individuals.

Management and Co-ordination

The Role of the History co-ordinator:

- To be familiar with the History curriculum.
- To be an effective teacher and offer support to other members of staff.
- To build resources and check the use, adequacy, availability and condition of them
- To monitor the teaching of History throughout the school – through classroom observations and evidence gathering

Resources

History resources are stored under the guidance of the co-ordinator in the present located in the room at the back of the staff room. Books on History topics are readily available in the school library. Other resources are stored within the relevant classrooms. It is the role of the co-ordinator to be responsible for the annual budget and for buying and replacing resources each year.

Presentation

Children present their work through:

- Discussion with each other and adults.
- Drawings and writing.
- Diagrams and charts.
- Collages and models.
- Photographs and displays.

Cross Curricular Issues

At Pilgrims all learning aims to be cross-curricular. History particularly lends itself to this approach and in dealing with the social and cultural issues of the past, touches on most areas of the curriculum such as Literacy, Religious Education, Geography, Science and Art and Design. This will be evident within the creative curriculum year group planning.