

Langley School's History Policy

History is about the past and the study of the past. The past influences all aspects of our lives. It shapes the customs and beliefs of the communities to which we belong. Learning about the past and the methods used to study it helps pupils make sense of the world in which they live. Some aspects of History are an integral, vital part of our everyday curriculum. Other areas, will be broken down into manageable units and one or two appropriate aspects selected and taught.

Aims for History within Langley School

- a) To give children the opportunity to develop skills of communication.
- b) To give children the opportunity to develop a sense of chronology through everyday vocabulary and skills rehearsal e.g. now and next timetables
- c) To encourage the children to develop some understanding about the past through stories, discussion and investigation.
- d) To give children the opportunity to explore and be exposed to information about the past.
- e) To give children the opportunity to participate and be involved in projects about the past through the performing arts and creative activities.

Organisation

Since the introduction of the thematic curriculum History has provided a focus for much of the cross curricular work. As the emphasis is on developing and generalising skills across subjects, it may not always be delivered or identified within delivery as a discrete subject.

Foundation Stage

In the Foundation Stage History is taught through development matters in EYFS Through: Communication and language, personal, social and emotional development understanding the world.

Within these areas children are given opportunities to:

- Communicate about past and present events in their own lives and in the lives of family members.
- Show curiosity about people and show interest in stories about themselves and their family.
- Enjoy pictures and stories about themselves, their families and other people.
- Remember and communicate about significant events in their own experience.
- Recognise special times or events for family or friends.
- Know about similarities and differences between themselves and others, and among families, communities and traditions.
- Experience cultures and beliefs.

Common words and phrases relating to the passing of time are reinforced and extended. Children are encouraged to link weekly events and days and gradually order days, weeks and months. They investigate the concepts of "old and new" and "then and now". They start to become aware and identify differences between ways of life at different times. Stories, pictures, television programmes and visits to places of interest reinforce these concepts.

Key Stage 1

History is usually an integral part of our termly topic and the children participate in selected, appropriate experiences and visits. These involve the use of artefacts and other sources of information, and the children are encouraged to ask and answer questions about the past.

Key Stage 2

History complements and extends previous work and experiences. Language relating to the passing of time is an ongoing focus. The study units covered form part of the curriculum and may inform the choice of topic for a term with the children exposed to a small number of appropriate, meaningful experiences. These are often of a practical nature and always encourage the children to investigate and present information in a variety of ways. Information and worksheets are modified to meet the needs of our children.

Entitlement

All children at Langley School have access to the study of History and their individual needs are met by differentiation within tasks. The children are exposed to and involved in a variety of appropriate sensory experiences that encourage them to develop a sense of period and time.

Assessment

Class teachers will make an annual assessment of progress for each child, as part of the child's annual report to parents. In deciding on a pupil's level of attainment, teachers should judge which level description best fits the pupil's performance. Dynamic assessment of pupils' understanding is to be made after each lesson to help inform future planning.

Summary

A successful History curriculum should contribute towards the development of broadly educated children who are effective in their various roles. It will be exciting and enticing, sharing values and ethos from varied sources and backgrounds. Pupils understanding of the concept of time and change should be developed through the discrete teaching of History throughout the curriculum.

Miss Rose Corbett - Revised May 2017