

Motcombe



History Policy

At Motcombe School we believe that independent thinking and problem-solving skills are key to ensuring Economic Well-Being for our children's futures in an increasingly competitive world. Children's ability to enquire and pursue independent learning is vital if we are to secure the best outcomes for every child.

Children must be given daily experiences and opportunities that will foster independent learning and enquiry skills. The school environment must reflect the level of importance that is placed on historical enquiry within the school community and must provide for reinforcement, challenge and stimulation.

Policy reviewed annually in Term 6

School Mission Statement

'Flying High Together'

Our School Vision

"To build a learning community that cares for and values everyone, where promoting confidence through creativity, challenge and high expectations leads to enjoyment and success for all!"

Our School Values

1. Motcombe School is a community where children feel safe. It is a place where children can learn, play, work and grow together and where individuality for all is nurtured and valued; diversity is celebrated and all members feel able to meet their full potential, through the joy of life-long learning.
2. Children at Motcombe School have the right to the highest quality of teaching, which embraces all learning needs and is committed to raising academic standards and emotional growth.
3. We acknowledge that we live in an ever-changing world and are committed to preparing and empowering children to communicate well and fulfil their responsibilities as British and global citizens, whilst developing the ability to use all available technologies, in a safe and secure environment.
4. We promote respect for self and others, fostering qualities of initiative, creativity, growing independence and self-confidence, co-operation and self-motivation through the delivery of a relevant and challenging curriculum that acknowledges the need for health in both mind and body.
5. We are committed to supporting staff in their personal and professional development.

Ethos

Our school ethos is our shared vision and common sense of purpose. As an Infant School we recognise that it is a privilege to work with children at the start of their school career and as infant practitioners we have a strong understanding of the need to balance social and emotional maturity with academic ambition and plan learning that supports the development of both. This ethos aims to guide the day to day life and development of the school and strongly influence the 'feel' of the school.

Equal Opportunities

At Motcombe we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

Disability Statement

Motcombe is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability. We have easy access into the main part of both buildings and have facilities that include toilets for the disabled.

Interpretative and Enquiry Skills

At Motcombe School, we recognise the importance of effective independent enquiry skills. We ensure that planned learning encourages the autonomous use of enquiry and investigative skills that deliver the Early Learning Goals and National Curriculum Objectives.



Principles	Values	Strategies
At Motcombe School we:		
provide opportunities for children to investigate historical events and people using wide-ranging resources	acknowledge that children need access to a variety of resources.	plan learning that encourages children to explore historical documents such as: <ul style="list-style-type: none"> • Secondary accounts – visual/auditory • Primary written documents • Physical objects from the time
explicitly teach the skills of enquiry and interpretation of information	acknowledge that children make better independent learners if they are confident in the skills of investigating and interpreting.	use the following in Foundation Stage: <ul style="list-style-type: none"> • Model good speaking and listening • Model questioning and introduce question words; why, when, what how? • Use speaking partners to encourage listening and evaluating others ideas and opinions • Planning small group and independent problem solving tasks use the following in Key Stage 1: <ul style="list-style-type: none"> • Continue all the strategies introduced at foundation stage, plus; • Provide opportunities to develop thinking, problem-solving and communication skills through planned opportunities based on strands of the History curriculum.

Historical Knowledge

At Motcombe School, we recognise that History gives children the opportunity to develop the crucial knowledge and understanding that helps them make sense of the past and the world around them. Finding out about people in the past, both the famous and ordinary can help children explore human features and motives and makes an important contribution to their own self understanding and to an understanding of the world and society in which they live.



Principles	Values	Strategies
At Motcombe School we:		
provide opportunities for children to investigate a wide range of historical figures.	believe that children need opportunities to explore a rich and broad curriculum with access to different opinions and ideas from the past.	plan opportunities for: <ul style="list-style-type: none"> • researching a wide range of historical figures • the use of a wide range of sources • children to discuss different opinions about a person • children to express their own ideas and opinions
provide opportunities for children to compare ways of life at different times.	believe that children learn about the present by investigating the past.	use the following in Key Stage 1: <ul style="list-style-type: none"> • Compare old toys with current toys, looking carefully at differences and similarities • Compare own lives to those of people of the past • Encourage questioning of WHY things happened as they did in the past. • Identify and describe reasons for, and results of, historical events •
provide children with opportunities to investigate and develop their understanding of chronology.	believe that children need to learn about the passage of time in order to understand the significance of current events.	use the following in Foundation Stage: <ul style="list-style-type: none"> • Use the calendar to introduce the terms yesterday, today and tomorrow • Introduce the concept of New Year and therefore the passing of time • Know the days of the week use the following in Key Stage 1: <ul style="list-style-type: none"> • Introduce common words and phrases relating to the passing of time (before, after, a long time ago and past) • Introduce timelines and provide opportunities to place events in order • Provide opportunities to place events, people or changes into correct periods of time

Year Group Targets



At Motcombe School we acknowledge that effective learning stems from knowing where children are, where they need to go, how they are going to get there and how they know when they have 'arrived'.

These targets are intended to ensure that the appropriate progression of skills is planned for during literacy activities. We recognise that children develop their skills at different rates and therefore the most appropriate targets will be selected for each Year Group, Class, Group and/or Individual.

Targets for the Foundation Stage:
<ul style="list-style-type: none">• Understand the terms today, yesterday and tomorrow.• Know the days of the week.• Understand the terms, earlier, later, now, past and present.• Observe or handle sources of information.• Begin to ask own questions about the past.
Targets for Y1:
<ul style="list-style-type: none">• Children recognise the distinction between present and past in their own and other peoples' lives.• To show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time.• Know and recount episodes from stories about the past.• Find answers to some simple questions about the past from sources of information.
Targets for Y2:
<ul style="list-style-type: none">• Use terms accurately concerned with the passing of time.• Place events and objects in order.• Recognise their own lives as different from lives of people in the past.• Show knowledge and understanding of some of the main events and people studied.• Begin to recognise that there are reasons why people in the past acted as they did.• Begin to identify some of the different ways in which the past is represented.• Convey an awareness and understanding of the past in a variety of ways.• Show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people studied.• To realise that different people have different ideas about the past.• To be able to use sources to answer questions about the past based on children's own observations.

Success Criteria

By following these guidelines, we expect that there will be a consistent approach to the teaching of History, which will result in the raising of standards. We will measure our success by monitoring the success criteria listed below;

- Teachers and Support Assistants will feel confident in the delivery of high quality History provision.
- Children will enjoy investigating different periods in history.
- Children will be confident in their own skills and capability.
- Children will be able to transfer the skills learnt in history across the curriculum.
- Children will make significant progress in all aspects of History.
- The levels of achievement across the school will be at least "good".

These guidelines will be reviewed annually by the History Subject Leader and information will be reported to the SLT who will inform the full Governing Body as to the effectiveness of this Policy.