

Buttsbury Infant School



Together we grow

Aspiration, Respect, Resilience, Kindness

Document Code:	E7
Document Name:	History Policy
Document Grade:	Recommended
Date reviewed:	February 2024
Document Leader:	Subject Leader

E7 **History Policy**

Date policy was agreed	March 2024
Policy review date	March 2027
Signed	Ann Robinson, Executive Headteacher

Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time

Aims of History

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analysis
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Curriculum Intent

At Buttsbury Infant School the intent of our History curriculum is to offer rich and vibrant opportunities, drawing on the children's real-life experiences. The children will gain an understanding of what the 'past' means. They will learn about a range of events, within and beyond their living memory, significant people and historical events within their own locality. Additionally, children will explore a range of time periods, developing their understanding of chronology. At Buttsbury Infant School, we are historians and children will participate in historical enquiry through the exploration of artefacts, focused discussion and primary and secondary resources.

Curriculum Implementation

We have a broad and balanced History curriculum at Buttsbury Infant School where children are given rich, vibrant and meaningful opportunities within a curriculum that is ambitious for all learners. Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning. Strands in History include:

At Buttsbury Infant school, History lessons may include:

- The use of the inside and outside area to promote inquisitiveness and an understanding of the world around them
- Exploration and investigation through observation and play
- Exploration of historical artefacts to stimulate curiosity
- Valuable and structured discussion to develop skills of historical enquiry
- Trips, visitors and workshops
- The use of primary and secondary historical sources to form an understanding of the past
- Asking and answering appropriate questions to develop enquiry skills

Curriculum Impact

Our curriculum encourages all children to achieve their maximum potential. Through learning about the past, including our local history, children can understand the world they live in now. This allows them to recognise the differences between the past and now, respecting other people's cultures and values in modern multicultural Britain.

As a result of our History curriculum, children are equipped with the necessary knowledge and skills for the next stage of their education at junior school.

Early Years Foundation Stage (EYFS)

Children are taught History through the EYFS Statutory Framework 'Understanding the World.' This involves children making sense of their community, focusing on their personal experiences to increase their knowledge and sense of the world around them.

History in relation to the National Curriculum

The curriculum is organised to ensure that children's experience of History is developed through activities that bring together requirements from the Key Stage 1 programme of study (changes within living memory, events beyond living memory, the lives of significant individuals and significant historical events, people and places in their own locality).

Children should:

- Develop an awareness of the past, using common words and phrases relating to the passing of time
- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods
- Use a wide vocabulary of everyday historical terms
- Ask and answer appropriate questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented

Planning of History

History planning is based on the National Curriculum and a bespoke scheme of work, developed by our school to suit the needs of our children.

Relationships with other subjects

Children are given opportunities, where appropriate, to develop and apply their History skills. For example, through asking and answering appropriate questions, discussing significant individuals and making comparisons of past and present.

Links with literacy:

Examples of History activities and tasks which support the development of *Literacy*:

- Listening skills: listening to questions and responding appropriately.
- Comprehension: when examining historical artefacts, explaining what they tell us and why.
- Speaking: developing the ability to ask and answer appropriate questions, as well as verbalise opinions and thoughts of significant events and people.

Links with maths:

Examples of History activities and tasks which support the development of *Maths*:

- Number sequencing – understanding of chronology, including ordering days, dates and events on a timeline.
- Patterns – identifying similarities and differences between significant historical events and people, highlighting any patterns.

Inclusion:

- There will be opportunities in History for all children to develop a positive attitude towards History
- The programme of study for EYFS and KS1 will be taught in ways appropriate to children's abilities
- There will be equal access to materials
- Participation in a wide variety of History-based activities will be encouraged

Assessment and Recording

Recording children's Historical achievements and progress can be accomplished in a variety of ways:

- Written work

- Verbal discussions between children and adults
- Photographs
- Evidence in books
- Displays

Children's progress is measured against descriptions in the Early Learning Goals and the National Curriculum

Role of the History Subject Leader

The History subject leader will:

- Monitor policy and teaching and learning in History
- Provide assistance to all staff when requested, in order to implement the History policy consistently throughout the school
- Organise resources to support the school History policy and teachings
- Co-ordinate purchasing, organisation and distribution of resources
- Arrange in-service support
- Liaise with outside agencies, other schools and colleagues