

BLACK HORSE HILL INFANT SCHOOL



HISTORY POLICY

11th June 2025

Approved by Committee _____

25th June 2025

Approved by Full Governing Body _____

C Brierley

Signed _____ (Chair)

J Morris

Signed _____ (Headteacher)

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1. Vision, Aims and Values

Learning for Life



School Vision

Together, our schools will: -

Nurture and empower our children to become creative, compassionate and confident citizens, in a diverse and ever-changing world.

School Aims

Our school community will: -

- Have high expectations for all
- Inspire a passion for learning
- Provide an enjoyable, ambitious, coherent curriculum
- Develop positive relationships through collaboration
- Create a safe and happy environment

School Values

All our children, staff and parents will share the same core principles of: -

- Respect
- Honesty
- Kindness
- Excellence
- Resilience
- Friendship
- Courtesy

2. Legal framework

This policy has due regard to statutory legislation and guidance including, but not limited to the following:

- DfE (2014) National Curriculum for England: History programmes of study
- DfE (2020) Statutory framework for the Early Years Foundation Stage

3. Intent for History

A people without the knowledge of their past history, origin and culture is like a tree without roots.

Martin Garvey

Curriculum

At Black Horse Hill Infant School, we are fully committed to delivering an engaging and purposeful history curriculum which enables children to gain knowledge and learn new skills. We aim to achieve this through: first-hand experience (where possible), source-work, fieldwork trips and educational visits.

We strive to help children develop an interest in the past, which arouses their curiosity and motivation to learn where questions are encouraged. As historians, children gain knowledge and an understanding of Britain's past and that of the wider world, enhancing their chronological understanding and use of historical terminology. Children learn about the history of their local area, and are able to describe the similarities and differences between then and now.

4. Implementation for History

EYFS:

Learning and experiences for early years' pupils will be based on the seven areas of learning and development as outlined in the DfE's Statutory Framework for the Early Years Foundation Stage. For history, the area of learning will be Past and Present.

History learning is planned to provide the children with the experiences, knowledge, vocabulary and skills needed to be successful in the future learning.

KS1:

The National Curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

Subject content Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They

should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- ♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- ♣ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- ♣ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- ♣ significant historical events, people and places in their own locality.

Teaching and Learning

The **history subject leader** will be responsible for overseeing the planning, resourcing and monitoring of the school's history programme.

The subject matter covered in history reflects the requirements of the national curriculum.

Special focus will be paid to the teaching of the skills inherent in the entire history curriculum taught at the school. These skills include:

- Making accurate observations.
- Asking and answering questions.
- Effectively using the appropriate equipment for measurement.
- Recognising patterns and identifying relationships.
- Predicting and applying knowledge to differing contexts.
- Analysing and interpreting evidence, and drawing conclusions.

The history programme will be delivered by all teachers in a range of teaching and learning situations, with respect to the needs of individual pupils.

At Black Horse Hill Infant School, we use the online scheme 'Curriculum Maestro' as a foundation for planning. Therefore, certain topics/units are driven by history and there will be a sequence of history lessons whereas other Curriculum Maestro units that aren't history-led may have a history lesson taught standing alone.

Teachers adapt Curriculum Maestro topics/units to meet the needs of their pupils.

Our history units have links that are made with other subjects:

English:

Teachers and support staff will have high expectations regarding spoken language, expecting children to use Standard English and demonstrate their knowledge of the skills needed to be an effective speaker and listener. There will be many opportunities for children to practise their reading knowledge. When writing, children will be expected to use the appropriate punctuation for their development. During recording activities, the same handwriting expectations for letter and number formation that are present in English and Maths will also be present in history lessons.

Maths:

Place Value knowledge will be important when looking at key dates considering chronology.

Geography:

Through history lessons children will further develop their knowledge about the world, the United Kingdom and their locality. They will understand basic subject-specific vocabulary relating to human and physical geography.

Computing:

Where appropriate, children will use technology safely and purposefully to retrieve digital content. There will be opportunities presented to recognise common uses of information technology beyond school.

PSHE/Jigsaw:

Children will work collaboratively, often sharing ideas or working in pairs or small groups.

Moral, Spiritual and Cultural:

Children will be able to look at the actions of significant people from the past and consider their own feelings and opinions on the actions taken as well as considering why local monuments are there. Social development will be via showing an awareness of how values in Britain have changed; children talking to parents and grandparents about changes in their lives; learning about the British monarchy and what leaders teach us about social standing and visiting historical locations. Cultural development will be from hearing stories and learning about significant events and people from around the globe.

Planning:

Through staff training, all teachers know the expectations for planning in history. Teachers have used Curriculum Maestro units as a basis to start a unit and then have adapted the planning to take into consideration the needs of the current cohort of children. The subject leader ensures that there is coverage and progression across the school. Learning intentions will be clearly identified in planning, linking to the PoS.

Long-term planning will be used to outline the units taught within each year group:

History Long Term Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS – F1	<u>Houses From Long Ago</u> Introduction to the past Cinderella's castle		<u>Dinosaurs That Lived a Long Time Ago</u> Dinosaurs that lived a long time ago. Animals that are related to dinosaurs which are alive now.			Seaside – what it is like now. What it was like in the past.
EYFS – F2	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now.		Arctic explorers from the past	Famous astronauts Understand the past through settings, characters and events encountered in books read in class and storytelling Beatrix Potter focus Long Ago – how they have changed since they were a baby and how has life changed from a long time ago.		
Year One	<u>Childhood</u> This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources. Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		<u>School Days</u> This project teaches children about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today. -changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		Moon Zoom Year 1 Learn about events beyond living memory that are significant nationally or globally. Yuri Gagarin, Valentina Tereshkova, Neil Armstrong.	

	<p>Year 1 Learn about events beyond living memory that are significant nationally or globally.</p> <p>Year 1 Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Year 1 Learn about significant historical events, people and places in their own locality.</p>		<p>- Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>- Year 1 Learn about events beyond living memory that are significant nationally or globally.</p> <p>- Year 1 Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Learn about significant historical events, people and places in their own locality.</p>			
Year Two		<p><u>Movers and Shakers</u></p> <p>This project teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.</p> <p>-the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria,</p>		<p><u>Magnificent Monarchs</u></p> <p>This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns.</p> <p>- Learn about events beyond living memory that are significant nationally or globally. 13 Year 2 Learn about the lives of significant</p>		

		Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]		individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	
		♣ significant historical events, people and places in their own locality.			

Medium-term planning will be used to outline the learning intentions, vocabulary and knowledge that will be taught in each unit of work, as well as highlighting the opportunities for assessment.

Knowledge organisers for historical content are used for every unit. A published knowledge organiser gets sent home at the start of each new topic and a bespoke one is completed in school and is always on the working wall. Photographs of completed knowledge organisers are then stuck inside history books.

5. Impact

Monitoring and review: The history subject leader will undertake a monitoring of the curriculum exercise at least once a term.

This policy will be reviewed on an annual basis to ensure that it complies with the latest legislation, guidance and best practice.

The next scheduled review date of this policy is June 2025.

Assessment:

Assessment in history will be undertaken as part of a broader evaluation of pupil progress measured against specified assessment criteria.

The history subject leader will ensure that assessment:

- Is embedded as an essential part of teaching and learning.
- Involves sharing learning objectives and success criteria with pupils.
- Aims to help pupils to know and recognise the standards they are aiming for.
- Involves pupils in peer and self-assessment.
- Provides subject-specific feedback which leads pupils to recognising their next steps and how to take them where appropriate.
- Involves both teacher and pupils reviewing and reflecting on assessment data.
- In the yearly written report given to parents, (sent in July) parents will be informed of their child's attainment grade.

6. Equal Opportunities/Promoting Diversity in History

All children will have equal access to the history provision at Black Horse Hill Infant School.

Lessons should reflect diversity and inclusivity, with people from different countries, race, gender, background, religion and where appropriate abilities (able and disabled people).

7. Roles and responsibilities

The history subject leader will be responsible for:

- Developing, resourcing and reviewing this policy.
- Planning, instigating and monitoring teaching programmes.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Working with other staff to teach the subject content.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of pupils' work.
- Keeping up-to-date with current affairs and best practice regarding history.
- Providing guidance, including INSET training to history staff, as part of their ongoing professional development.

- Undertaking the performance reviews of history staff and updating the **headteacher**.
- Celebrating and promoting the history curriculum and the work of pupils throughout the school.

Staff teaching history will be responsible for:

- Contributing to the development of this policy and teaching programmes, with the **history subject leader**.
- Developing schemes of work and lesson plans in line with this policy and the objectives of the history curriculum.
- Facilitating the teaching of the history curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording pupils' progress and keeping the **history subject leader** apprised of this.
- Providing feedback to parents on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days organised by the **history subject leader**
- Keeping apprised on current affairs and best practice on their history curriculum, and applying this to their schemes of work.

Miss Tracy Murphy
History Subject leader
May 2025