



Hatherley
INFANT SCHOOL

History Policy

Agreed: January 2020

Review: January 2023

We want to ensure your needs are met. If you would like this document in any other format, please contact us:

Introduction

History teaches our children an understanding of the past and the influences that will lead to his/ her future. It gives children their identity; locally, regionally and nationally. Here at Hatherley Infant School, our History curriculum aims to inspire children's curiosity about the past and the present. Children will learn about people, places and times, whilst developing a critical understanding of historical events and how these have impacted on the world that they live in.

At Hatherley Infant School, we encourage important skills such as historical enquiry, an understanding of chronology and we build on children's knowledge and interpretation skills. We also teach children to handle historical artefacts with care and that there are a wide range of sources of evidence; some of which can be more reliable than others.

Our History curriculum helps children to gain a coherent knowledge and understanding of Britain's past and that of the wider world.

Aims

- To comply with the statutory requirements of the National Curriculum for KS1
- To stimulate children's curiosity about the past
- To develop an understanding of chronology
- To develop children's skills of interpretation and enquiry
- To look for causes and consequences of people's actions from the past
- To understand developments in civilization, society, science, living conditions and invention
- To link History to other areas of the curriculum

Curriculum Planning

Early Years Foundation Stage:

Children follow the objectives set out in Development Matters – working towards the Early Learning Goal for knowledge and understanding of the world. Children remember and talk about significant events in their own experience.

They also learn to understand about similarities and differences between themselves and others and talk about past and present events in their own lives and the lives of family members.

Opportunities are carefully planned in order to allow children to talk about events in their present lives initially and then as the year progresses they look at how animals, including

humans change and develop over time. This allows the children to also discuss changes in their abilities and to talk about their own past. In addition, each child has the opportunity to fill an 'All About Me' bag and to individually show and talk about special objects, photos or memories from their home life. Children are explicitly taught how to ask relevant questions using 'who, what, when, where or why' in order to find out relevant information.

Key Stage One:

Children follow the objectives set in the National Curriculum.

The coverage of the History Curriculum is delivered through termly themes and is incorporated within other curriculum areas such as Art, PSHE and Science in order to enhance and develop skills further.

Within termly themes, KS1 children focus on the four following enquiries:

- 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
- 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
- Significant historical events, people and places in their own locality.

Our History curriculum has been carefully planned in order to ensure that there is continuity and progression; allowing children to develop their understanding of historical events and how these have impacted on the world through a spiralling progression of key skills and vocabulary.

Children are taught three specific skills within each year group:

- Chronology
- Knowledge and interpretation
- Historical enquiry

Within each year group, these three key skills have been specifically broken down in order to ensure progression, understanding and confidence. Therefore, each year group builds upon the learning from the previous year.

Sources of information

Children are taught to understand that there are a wide range of sources of information; and that some are more reliable than others. Children are encouraged to look at books and the internet. In addition, experiences and trips are organised to support learning and as a

school we subscribe to the Museum Lending Service which enables pupils to handle a range of artefacts and to compare them to their modern day equivalents.

Assessment

In EYFS, children are assessed against the Knowledge and Understanding Early Learning Goal.

In Key Stage 1 formative assessments take place regularly in order for teachers to plan children's next steps in their learning. More summative assessments take place at the end of specific units of work in relation to the History programme of study, which allows teachers to comment on children's historical skills in their end of year reports.

Monitoring and Review

The monitoring of the standards of children's work and the quality of teaching in History is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of History, being informed about current developments in the subject and providing a strategic lead and direction for the subject within school.