



# ASHFIELD INFANT AND NURSERY SCHOOL

## *History Policy* **2023-2025**

Policy Details:	
Name of Subject Leader:	Amy Barclay
Named Link Governor:	Michelle Jones
Date Written:	December 2023
Adopted by T&L Committee:	Spring 2024
Proposed review date:	December 2025
Headteacher Signature:	<i>A. Barclay</i>

## Introduction

History is all about people. The study of people of different types from different times and different places is the most important aspect of our work. History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, pupils find evidence, weigh it up and reach their own conclusions. To do this, they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

## Our aims

At Ashfield Infant and Nursery School our aims are for our pupils to:

- Understand how and why people behave as they do now.
- Understand themselves.
- Have the confidence and ability to try to improve themselves and their World.
- Develop a sense of responsibility for the world in which later generations will live.
- To ask and answer significant questions.
- To think for themselves and to reach fair and rational conclusions about complex human situations.
- Inspire in them a lasting interest in, and enjoyment of, learning about the past.

## Coverage and Context

Whilst there is no discrete teaching of 'History' in the Early Years Foundation Stage, pupils learn about the past and present through daily activities, exploring through change, and understanding more about the lives of others through books and visitors as well as their own experiences. Adult led activities and provision enhancements are designed to promote the development of the children's knowledge of 'Past and Present' (Understanding the World), however, the holistic nature of the EYFS mean that foundational skills and concepts are developed throughout the curriculum.

The experiences the children gain in the EYFS are drawn upon and used to position new learning in KS1. The structure is built around the principles of advancing cumulative knowledge, chronology, change through cause and consequence, as well as making connections within and throughout periods of time studied.

The sequence in KS1 focuses on young children developing a sense of time, place and change. It begins with children studying Changes within living memory to develop an understanding of what has changed within the living memory of the community. This chronological knowledge is foundational to the understanding of change over time. Pupils study the Lives of significant individuals, focusing on Captain Scott in Year 1. Terms such as legacy are introduced and used within the context of each study. This study is revisited and enhanced by studying the Lives of further significant individuals, including Grace Darling and The Wright Brothers.

In KS1, pupils study local history through significant events, people and places. The locality is further understood by knowing about the places, the buildings, the events and the people that tell a story of the past. Events beyond their living memory. Here, pupils draw upon early concepts of chronology and connect it to more abstract, but known, events in the past focusing on three British Monarchs.

Significant historical events, people, places in our locality is studied to develop an understanding of the history and how it shaped the place we live. There are further opportunities for pupils to revisit and retrieve prior learning with a focus on ‘Events beyond living memory’. Connections, where relevant, are made to our local area such as the seaside (St Bee’s) in Year 1 and Workington Lifeboat Station (Grace Darling unit) in Year 2.

History / Understanding the World (Past and Present) Progression and Coverage Nursery – Year 2



	Autumn 1	Autumn 2 <i>Whole school Remembrance Day</i>	Spring 1	Spring 2	Summer 1	Summer 2	
Nursery	Our EYFS Curriculum develops concepts and skills linked to ‘History’ through several strands of the curriculum including Communication & Language, Mathematics, Reading, Personal, Social and Emotional Development along with Understanding the World. Skilled practitioners provide a mix of adult led activities and purposeful interactions within continuous provision to develop ‘history’ skills.						
	Progression of skills within EYFS						
		Events	Sequencing	Interest	Resources	Language	Routines
Nursery		Shows interest in a photograph of a past event.	Can turn pages in a book.	Shows interest in themselves and their own life.	Will explore objects at a sensory level.	Uses simple language connected to the ‘here and now’.	Will need adult support to follow a sequential daily routine.
Reception		Can talk about when something happened using language associated with the passage of time.	Can sequence events from a known story by ordering pictures and/or retelling the story in their own words.	Is interested in people around them and the lives of others. Can talk about their own family.	Can think about and give opinions in relation to how artefacts may have been used in the past.	Can switch between talking about the present, past and future whilst using appropriate language.	Will independently follow some aspects of a familiar routine.
Year 1		<b>Toys</b> Changes in living memory Concept of new and old	<b>Scott of the Antarctic</b> Significant individuals Chronology sequencing				<b>Seaside</b> Change within living memory Local history (links to St Bees)
Year 2		<b>Three Queens</b> Significant individuals Compare aspects of live in different periods		<b>Grace Darling</b> Significant people Local history (Workington Lifeboat)			<b>Wright Brothers</b> Events beyond living memory globally

Along with these topics we also hold ‘history days’ throughout the year which link to significant events such as Remembrance Day and Bonfire Night.

We believe that it is important for children to get to experience history brought to life. Therefore, where it is appropriate, the children will visit the places they are learning about, have real objects and artefacts and have visits from people of a variety of generations.

### Inclusion

To ensure that pupils of all abilities make worthwhile progress in history:

- All pupils tackle the same core enquiry questions.
- Teachers provide suitable ways for pupils of different abilities to access difficult ideas: for example, by narrowing the range of information to be used, by increasing the degree of support, by using relevant resources, or by the use of other adults.
- Teachers should challenge higher-attaining pupils by expecting them to interrogate more demanding sources, by expecting them to work with greater independence and by raising expectations about how they might communicate their ideas.

### **Assessment and Progress Tracking**

Teachers analyse pupils' progress at the end of each school year to complete the annual report to parents. This is achieved by analysis of a range of evidence, including common assessment tasks. These assessments record the attainment (in terms of historical knowledge, understanding and skills) achieved by the majority of the pupils in the year group, but also show those who are above, well above and below. This is recorded on Scholarpack.

### **Monitoring and Evaluating**

The subject leader has the responsibility to take a lead in developing history further across the school within the school's improvement plan; monitoring the effectiveness of teaching and learning; and the use of resources. Teachers and support staff can expect informal support from the subject leader, support arising from the school improvement plan and identified in performance management and induction programmes.

All teachers are responsible for monitoring standards but the subject leader, under the direction of the head teacher, takes a lead in this. Monitoring activities are planned across the year, including meeting with the link governor. These discussions arise from governors' planned visits; the subject leader monitors ongoing displays and work in hand in classrooms by termly visits, outside of lesson time; the subject leader and head teacher to analyse annual teacher assessments; the head teacher to monitor annual reports to parents.

### **Dissemination**

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.