



ASHFIELD INFANT AND NURSERY SCHOOL

History Policy **2025-2027**

Policy Details:	
Name of Subject Leader:	Amy Barclay
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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.

We use the Kapow History Scheme of Work to ensure a spiral curriculum model; this is where key knowledge and skills are revisited and built on at a level appropriate to children's development. This allows us to ensure the children have strong foundational knowledge which can be further developed as they move through the school and at Key Stage 2.

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 and other explorers in Year 1.. This study is revisited and enhanced by studying the Lives of further significant individuals, including The Wright Brothers and other aviators.

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 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'.

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						
Reception	Nursery	Events Shows interest in a photograph of a past event.	Sequencing Can turn pages in a book.	Interest Shows interest in themselves and their own life.	Resources Will explore objects at a sensory level.	Language Uses simple language connected to the 'here and now'.	Routines 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	How am I making history? Looking at personal chronology and finding out about the past within living memory . By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.		How have toys changed? Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.		How have explorers change the world? Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.		
Year 2	How was school different in the past? Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences ; using a range of sources to recognise continuity between children's lives past and present.		How did we learn to fly? Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.		What is a monarch? Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past . Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.		

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 make use of adaptive teaching strategies to support and challenge all children in their class.
- 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 Arbor.

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 and take several forms including book looks, pupil voice and lesson walks.

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.