

History Policy

Intent

At Hasland Infant School we recognise the importance of children having an understanding of local, national and international history to enrich their knowledge of the world. Through our history curriculum we aim to support children to develop an enquiring mind and the ability to consider and debate the past through stories, research and exploring photographs and artefacts.

We aim to inspire children by teaching them about people and events that have had a significant impact on national or international achievements, for example Florence Nightingale or Neil Armstrong. At Hasland Infant School we want children to recognise that anyone can have an impact on society and inspire each child to be the best they can be. As historians the children will be supported to develop a chronological understanding of events in history which will enable them to make sense of new knowledge they acquire and where this fits into national and international events.

By the end of their time at Hasland Infant School we aim for each child to be a skilled historian. We expect that children will be able to access a range of sources, ask and answer questions about the past and represent what they know about the past in a range of ways. We aim for children to have a solid base of historical knowledge and a thirst for knowledge as they continue their history learning.

Implementation

History is woven into each topic throughout the children's time at Hasland Infant School. This is to ensure children develop their historical skills and knowledge every term. Children will have a chance to revisit all of their prior learning from previous topics alongside their new history learning. This will be done through discussions with their teacher, looking at their timeline of historical learning and 'Look at us' books which teachers will provide from the previous year group. This is to enable children to develop a chronological understanding of historical events and understand how events fit together in the larger framework of the history of Britain.

The skills taught for children to become successful and independent historians are taught progressively from Nursery through to Year 2.

Throughout school history is taught in an engaging, multisensory creative way. Children are given opportunity to immerse themselves in their learning using drama, role play, photographs and accessing artefacts whenever possible.

Nursery

In Nursery we aim to give the children the start they need to become successful historians using their own life experiences to support their understanding. Children will be encouraged to talk about significant events in their own past using the correct tense and we will help them to understand the difference between 'then' and 'now'. Children will learn the days of the week through song, stories and play. Through our school routines we teach children to be able to order a sequence of events and use correct vocabulary to talk about these, for example then, next, now, after. We will teach children about a significant person in history at the end of their time in nursery which is linked to our trip to Chatsworth Farm Park.

Reception

In Reception we will build upon the children's ability to talk about the past. We check that children are able to talk about significant past experiences in their own lives and teach children to use verbs in the correct tense, for example play, playing, played, will play. We deepen children's chronological understanding by creating a timeline of their year in school which the teacher will then discuss with the children encouraging them to talk about the past and present. Children will then have the opportunity to apply this learning by creating simple time lines of events or objects.

With their teacher children will find out about some people and events from the past, for example Florence Nightingale or Captain James Cook. Using their knowledge of people and events, the children will be taught to think about the past and discuss why people may have acted the way they did and answer questions about events. The children will be taught how to select and look at books to help them to find out about the past and the teacher will model how to use the internet to find out about historical people and events.

Key Stage 1

When children enter Year 1 they will have the building blocks they need to become more investigative historians. We will build on their vocabulary enabling them to speak more confidently about events in the past. The children will continue to learn about significant people and events and will use these to identify key details about the past and compare how life was different in the past compared with today. Children will be taught to identify and recount details from the past from a variety of resources including the internet, letters, diaries, pictures and stories. The children will use these sources to find answers to simple questions.

By Year 2 children will be able to talk about events and people from the past. In Year 2 we teach children to use evidence to explain reasons why people acted in the way they did. We will use the knowledge they have of the past to teach children to analyse pictures or objects to find out more information.

The children will use their understanding of chronology and knowledge about the past to order 3 or more events on a time line. The children will use their bank of knowledge and skills to ask questions about the past and choose appropriate sources to find answers to their questions.

Inclusion and SEND

We are in an inclusive school where we focus on the wellbeing and progress of every child. All of our children share an entitlement to high quality history curriculum which is delivered in a vibrant and creative way.

We recognise the fact that we have children of differing special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

These are some examples of how we may adapt our history curriculum to ensure all children have the opportunity to become a successful historian. If we have a child with visual impairment in school and we are looking at artefacts we will ensure they have someone to explain the artefact to them and that they can feel and explore the artefact. Children with English as an additional language may need some more support to ensure they can use and understand key historical vocabulary, this will be assessed by the teacher and support will be given as necessary. If a child demonstrates a particular talent they will be given the opportunity to deepen their understanding of any given topic. They may be asked to write a more analytical piece of writing or research the event or person they are learning about further independently.

The Role of the Coordinator

The history coordinator leads staff meetings throughout the year to support every teacher in their history teaching and will meet with individual or teams of staff to share new ideas, innovations or useful information. The coordinator ensures they keep up to date on current research that is then shared with staff when needed to support the quality of history teaching and learning. The coordinator undertakes learning walks throughout the year to ensure the quality of history teaching is consistent throughout the school and feeds back to staff.

Community Links

Where possible we engage with the local community to support history teaching and learning. When learning about the local community we take the children into the local area to study how it has developed over the years. We have strong links with the local Baptist church which we visit. We also teach children history through national events, for example VE day or a Royal celebration and we celebrate these events in some way. We have held a street party in our playground with the whole school which has helped children to understand why these events are important to our history and developed their understanding of British history.

Impact

The history curriculum at Hasland Infant School develops progressively resulting in children being able to engage meaningfully with a range of sources in increasingly complex ways. As historians children will learn about key people that have had a significant impact on society. We want this to inspire children to know that they can be anything they set their mind to and they too can have an impact on the world they live in.

The vibrant and creative ways children learn history in our school can be seen through the story of the topic display boards in each class room. Through lessons and the children's work we can see that children have the opportunity to immerse themselves in their learning and because of this they are keen historians. Children are given verbal feedback on their work during the lesson and will be supported if needed to ensure they are successful. They will be given opportunity to work in groups and peer assess each other's work. It is important that we know that children are becoming successful historians at Hasland Infant School therefore the history coordinator will gather assessment data from class teachers to ensure it is in line or above national data.