Hasland Infant and Nursery School

History Policy

Intent

At Hasland Infant School, we believe that history helps children to understand themselves, their community and the wider world. Through our history curriculum, we aim to develop curious, reflective and knowledgeable historians who can explore and learn from the past.

We want all children to achieve by developing a secure knowledge of local, national and international history, acquiring the skills needed to investigate the past and communicate their understanding with confidence. Through stories, photographs, artefacts, first-hand experiences and research, children are encouraged to ask questions, seek answers and develop an enquiring mind.

We want all children to belong by understanding their place within history, their local community and the wider world. Children learn about significant people, events and experiences from different times and cultures, helping them develop respect, empathy and an appreciation of diversity. Through exploring the lives and achievements of individuals such as Florence Nightingale and Ernest Shakleton, children learn how people have shaped the world around them.

We want all children to thrive by becoming confident, independent learners who are inspired by the achievements of others and recognise their own potential to make a positive difference. We aim to foster a lifelong interest in history and encourage children to see themselves as active participants in shaping the future.

As historians, children are supported to develop a chronological understanding of events which enables them to make sense of new knowledge and understand how events are connected across time. By the end of their time at Hasland Infant School, we aim for every child to be a skilled historian who can access a range of sources, ask and answer questions about the past, and represent their understanding in a variety of ways. We want children to leave Hasland Infant School with a strong foundation of historical knowledge, curiosity and a thirst for future learning.

Implementation

History is woven throughout each topic during the children's time at Hasland Infant School, ensuring that historical knowledge and skills are developed progressively every term. Through carefully planned learning opportunities, children revisit prior knowledge and make connections with new learning, helping them build a secure understanding of chronology and historical change over time.

Children are given regular opportunities to revisit previous learning through discussions with teachers, class timelines and "Do you remember when" books from previous year groups. This supports children's ability to understand how different events fit together within the broader story of Britain and the wider world.

The skills required to become successful and independent historians are taught progressively from Nursery to Year 2. Throughout the school, history is taught in an engaging, creative and multi-sensory way. Children are encouraged to immerse themselves in their learning through drama, role play, storytelling, photographs, artefacts, educational visits and first-hand experiences wherever possible.

By providing exciting and memorable learning opportunities, we enable children to achieve their best, develop a sense of belonging through shared experiences and thrive as curious historians.

Nursery

In Nursery, we provide children with the foundations they need to become successful historians by beginning with their own life experiences.

Children are encouraged to talk about significant events in their lives using the correct tense and are supported to understand the difference between the past and the present through the concepts of "then" and "now". Through songs, stories and daily routines, children learn about the days of the week and begin to understand the sequence of time.

Children are taught to use vocabulary such as *before, after, next, then* and *now* when discussing familiar events and routines. They learn to order simple sequences and recognise changes over time within their own experiences.

Reception

In Reception, children build upon their understanding of the past by discussing significant experiences from their own lives and learning to use verbs accurately when talking about events that have happened, are happening or will happen.

Children deepen their understanding of chronology through the creation of a class timeline which documents their year at school. Teachers use this timeline to encourage discussion about the past, present and future.

Children learn about significant people and events from history, such as Florence Nightingale and Captain James Cook. Through stories, pictures, videos and artefacts, they begin to ask questions about the past, consider why people acted as they did and discuss the impact these individuals had on the world.

Children are introduced to simple historical enquiry skills, including selecting books to find information and observing adults using appropriate digital sources to research historical people and events.

Key Stage One

When children enter Year 1, they have the foundations needed to become increasingly investigative historians.

Children continue to learn about significant individuals and events, developing a broader historical vocabulary and greater confidence when discussing the past. They begin to compare different periods in history and identify similarities and differences between life in the past and life today.

Children learn to gather information from a variety of historical sources, including photographs, stories, diaries, letters, artefacts and digital resources. They are encouraged to ask and answer questions and use evidence to support their ideas.

By Year 2, children are able to discuss historical events and people with increasing confidence and detail. They learn to explain why people acted in particular ways and use evidence to support their reasoning. Children analyse objects, photographs and historical sources to discover information and make simple interpretations about the past.

Using their understanding of chronology, children order events on timelines and identify connections between different historical periods. They independently ask questions, select appropriate sources and communicate their findings using a range of methods.

SEND

At Hasland Infant School, we are an inclusive school that promotes the wellbeing, happiness and progress of every child. All pupils are entitled to a high-quality, ambitious curriculum that meets their social, emotional and learning needs. To support access to all foundation subjects, subject leaders, the SENDCo and the Inclusion Support Advice Teacher have developed 'SEND in My Subject' documents. These provide guidance on adaptations across the four areas of need and are referenced within medium-term planning. We recognise that every child is unique, and while these documents support planning, adaptations are tailored to meet individual needs.

EAL

We recognise that children with English as an Additional Language (EAL) bring valuable linguistic and cultural experiences to their learning. Within our subject teaching, we ensure all children can succeed by providing inclusive teaching, clear modelling, visual support, intentional vocabulary teaching and opportunities for meaningful talk. Any barriers to language and understanding are identified and addressed so that children with EAL can access the full curriculum, participate confidently and demonstrate what they know and can do.

The Role of the Subject Leader

The History Subject Leader plays a key role in maintaining high standards of teaching and learning across the school.

The Subject Leader:

- Supports staff through training, professional development and curriculum guidance.
- Keeps up to date with current research and developments in history education.

- Monitors the quality of teaching and learning through lesson visits, work scrutiny and pupil discussions.
- Evaluates the impact of the curriculum and identifies areas for further development.
- Supports staff in ensuring all children achieve positive outcomes in history.

Community Links

We believe history comes alive when children can make meaningful connections with their community.

Where possible, we engage with local organisations, places of historical interest and community groups to enrich learning. Children explore how the local area has developed over time through visits and local studies.

We maintain strong links with the local Baptist Church and use these opportunities to help children understand the history of their local community.

Children also learn about significant national events and commemorations, such as VE Day, Remembrance events and Royal celebrations. Through assemblies, themed days and whole-school events, children develop an understanding of why these events are important and how they have shaped British history.

These experiences help children develop a sense of belonging within their local and national community while broadening their understanding of the wider world.

Impact

The impact of our history curriculum is that children leave Hasland Infant School as enthusiastic, knowledgeable and confident young historians.

Children progressively develop their historical knowledge and skills, enabling them to engage with a range of sources, ask thoughtful questions and communicate their understanding effectively. They demonstrate a secure understanding of chronology and can make meaningful connections between historical events, people and periods.

Through learning about significant individuals and events, children are inspired to believe they can achieve great things and make a positive contribution to society. They understand that people from all backgrounds can influence change and shape the future.

Our history curriculum enables children to:

- Achieve by developing strong historical knowledge and enquiry skills.
- Belong through understanding their community, heritage and place within the wider world.
- Thrive as curious, confident learners with a lifelong interest in history.

Children's learning is evident through classroom displays, discussions, work in books and learning journeys. Ongoing formative assessment, including questioning, observation, feedback and pupil voice, ensures children make strong progress and achieve success.

The History Subject Leader monitors attainment, progress and curriculum impact through assessment information, pupil voice and monitoring activities to ensure that outcomes remain ambitious and continue to meet or exceed national expectations.