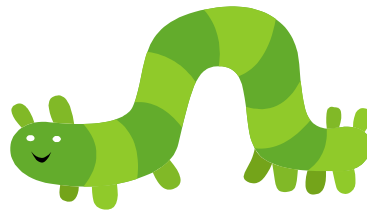




and



Abbots Farm Preschool

History Policy

November 2024

Review by November 2026

Contents:

Statement of Intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [The National Curriculum](#)
4. [Cross-curricular links](#)
5. [Teaching and assessment](#)
6. [Equipment and resources](#)
7. [Equal opportunities](#)
8. [Monitoring and review](#)

Statement of Intent

Curiosity  Exploration  Understanding

At Abbots Farm Infant School we want children to be curious about the past in Britain and the wider world and help them to understand the diversity of human experience. We aim for a high-quality history curriculum that takes into consideration our own locality and significant people, giving the children the opportunity to learn about the rich history around them, as well as throughout the rest of the world. Curriculum content is knowledge and vocabulary rich, focusing on key skills, which the children will be able to nurture and develop as they move throughout the school. We want our children to learn the transferable skills that the study of history provides and how these will support them in the future.

The aim of our History curriculum is to inspire pupils to develop a broad historical and cultural awareness by:

- Providing opportunities for children to develop a chronological framework by investigating the past and how it influences the present.
- Encouraging children to interrogate evidence and form their own opinions.
- Teaching them about significant individuals and the ways they have impacted the present and future.
- Exploring a range of sources of information.
- Offering opportunities to compare different time periods

Signed by:

_____	Headteacher	Date: _____
_____	Subject Leader	Date: _____

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'History programmes of study: key stages 1 and 2'
- DfE (2024) 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment Policy
- Marking Policy

2. Roles and responsibilities

The **governing body** is responsible for:

- Ensuring a broad and balanced history curriculum is implemented in the school.
- Ensuring the school's history curriculum is accessible to all children.

The **headteacher** is responsible for:

- The overall implementation of this policy.
- Ensuring the school's history curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the history curriculum.
- Ensuring all children are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching history.

The **subject leader** is responsible for:

- Preparing policy documents and supporting with curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of history, providing support for staff where necessary.
- Encouraging staff to provide effective learning opportunities for children.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all history resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of history to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for development of history in subsequent years.

The **classroom teacher** is responsible for:

- Acting in accordance with Abbot's Farm Infant School History Policy.
- Liaising with the history subject leader about key topics, resources and supporting individual children.
- Ensuring that all of the relevant statutory content is covered within the school year.

- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

3. The National Curriculum

The national curriculum will be followed for all history teaching.

During Reception, in accordance with the 'Statutory framework for the early years foundation stage', focus will be put on the seven early learning goals (ELGs), with the historic aspect of pupils' work relating to the objectives set out within the framework. The ELGs cover:

1. Communication and language: listening, attention and understanding; and speaking.
2. Personal, social and emotional development: self-regulation, managing self, and building relationships.
3. Physical development: gross motor skills and fine motor skills.
4. Literacy: comprehension, word reading, and writing.
5. Mathematics: number and numerical patterns.
6. Understanding the world: past and present; people, culture and communities; and the natural world.
7. Expressive arts and design: creating with materials; and being imaginative and expressive.

In EYFS, children begin to develop their sense of chronology by talking about their own life story and the life story of family members. They are supported to communicate in the past tense when talking about things that have happened. Our children explore images of the past and make comparisons with the present.

During Years 1 and 2, pupils will be taught about:

- 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

In KS1 our History curriculum focuses on significant people and important historical events. Children develop an awareness of the past, using common words and phrases relating to the passing of time. These are explicitly mapped out and rigorously taught. They will start to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. As they progress through the key stage, they will begin to make comparisons and connections between significant people and events in the past.

In Year 1, children will have a History focus every other half term, alternating with Geography. In Year 2, children will have a History focus each term.

We use a cross curricular approach to learning. This helps to immerse the children within their topics, allowing them to use their new knowledge within many different subjects.

4. Cross-curricular links

Wherever possible, the history curriculum will provide opportunities to establish links with other curriculum areas.

English

- Children are encouraged to use their speaking and listening skills to describe what has happened using past tense and comparison using present tense.
- Children's' writing skills are developed through recording information and using correct grammar for tenses.
- History based texts are sometimes used in English lessons and in guided reading sessions.
- Talk for Learning is used to encourage speaking and communication about historical subjects.

Maths

- Children will use vocabulary to show the passage of time.
- Children will use sequencing and chronology to support their understanding.

Computing

- Children will use ICT to locate and research information.
- Computing will be used to record information.
- Children are encouraged to use a variety of electrical devices, gaining confidence throughout their school experience.

PSHE

- Children develop self-confidence by having opportunities to explain their views on a number of social questions.
- Children learn how to recognise and challenge stereotypes.
- Children learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Science

- Scientific discoveries and the contribution of individuals to history will be studied.

Geography

- Children will learn about geographical location of historical events and significant individuals.

Music

- Children develop an awareness of music from different historical eras.
- Children learn how music has changed over time.

RE

- Children develop an understanding of historical contexts of different religions.

Art

- Children explore different art styles from different eras.
- Children use different sources of information to explore different aspects of history.

British Values

- Children discover how to be active citizens in a democratic society by learning from the past.
- By looking at the achievements of famous British people, students develop an awareness of how they have influenced and shaped the country in which we live.

5. Teaching and assessment

Lesson planning

All relevant staff are briefed on the school's lesson planning procedures as part of staff training. Planning is carried out as a year group team.

Throughout the school, history is taught as a discrete inputs, continuous provision and as part of cross-curricular teaching when appropriate. The statutory national curriculum content from the DfE's 'History programmes of study: key stages 1', as outlined above, as the starting point for their planning.

Planning focuses on the objectives and historical skills to be taught and well as those which they can learn through discovery in continuous provision. Planning will begin by looking at prior knowledge, which will then be built on over the course of the term. Classrooms have an enquiry area which is used to promote historical understanding and to practise and embed skills.

Long-term planning will be used to outline the programmes of study to be taught within each year group. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, identifying learning intentions and suggested learning activities. Short-term planning will be used flexibly to reflect the intention of the lesson, the success criteria, differentiation, assessment opportunities and the aim of the next lesson, building on medium-term planning and taking into account children's' needs.

Teaching

Children will be taught to describe associated processes and key characteristics in common language, as well as understand and use technical terminology and specialist vocabulary. Lessons and continuous provision will allow for a wide range of historical enquiry, including the following:

- developing an awareness of the past.
- using common words and phrases relating to the passing of time.
- know where the people and events they study fit within a chronological framework.
- identify similarities and differences between ways of life in different periods.
- use a wide vocabulary of everyday historical terms.
- ask and answer questions.
- choosing and using parts of stories and other sources to show that they know and understand key features of events.
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Opportunities for outdoor learning will be provided where possible.

Assessment

Children will be assessed and their progression recorded in line with the school's Assessment Policy. Assessment in history will be based upon historical knowledge and understanding.

Children will be assessed continually throughout the year at the end of each unit and an assessment venn diagram completed. This will enable teachers to identify children's' understanding of topics and inform their future lesson planning. All assessments will be passed to relevant members of staff, such as the child's next class teacher.

Assessment will take various forms, including the following:

- Talking to children and asking questions
- Discussing children's work with them
- Marking work against learning intentions
- Observing practical tasks and activities

Parents will be provided with a written report about their child's progress during the Summer term every year. Verbal reports will be provided at parent-teacher meetings during the Autumn and Spring terms.

6. Equipment and resources

The history lead is responsible for ensuring that all resources and equipment are sufficiently maintained, and for maintaining an inventory of resources. The history lead will carry out an annual audit of the history resources. The history lead is responsible for negotiating requests from staff and ensuring resources are bought within the amount allocated in the annual budget.

7. Health and safety

Staff will act in accordance with the school's Health and Safety Policy at all times.

If needed a risk assessment will be carried out by teachers before history-related activities, e.g. trips or visits, which are higher risk.

All children will be shown how to correctly handle artefacts prior to use and will be monitored by staff whilst exploring. Curiosity boxes are used to display artefacts that are deemed a high risk to safety.

Accidents and near-misses will be reported following the school's reporting procedures.

8. Equal opportunities

All children will be given equal access to the entire history curriculum.

Where required, children with SEND will be provided with additional support in order to fully engage with the history curriculum. Opportunities for collaborative work will be planned for to enhance access for all pupils where possible.

Where it is inappropriate for a child to participate in a specific lesson because of reasons related to any protected characteristics, the lesson will be adapted to meet the child's needs and alternative arrangements involving extra support will be provided where necessary.

The school aims to provide more academically able children with the opportunity to extend their historical thinking through extension activities in continuous provision such as problem solving, investigative work and historical research.

9. Monitoring and review

This policy will be reviewed every **two years** by the **history lead**, in collaboration with the **headteacher** unless there have been significant changes. The next scheduled review for this policy is **November 2026**.

Any changes made to this policy will be communicated to history teachers and other relevant staff.