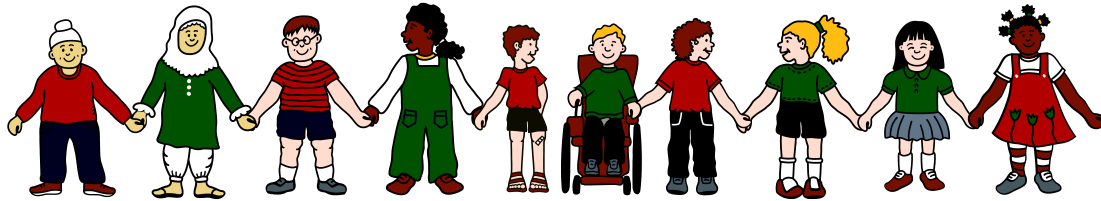


**THE GILES  
NURSERY  
AND  
INFANTS' SCHOOL**



**History Policy**

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## History Policy

### Aims and objectives

**1.1** The aim of history teaching here at The Giles Nursery and Infants' School is to inspire and ignite pupils' curiosity about the past. We teach pupils a sense of chronology, and through this, they develop a sense of identity, and a cultural understanding based on their historical heritage. The pupils compare modern day living with life in the past and we teach children to understand how events in the past have influenced our lives today. Pupils develop the skills of enquiry, analysis, interpretation and problem solving through investigating past events. Pupils examine a range of historical sources and evidence, and they begin to develop empathy for historical figures and experiences. As pupils progress through each year group, they deepen their understanding of the passing of time and chronology.

**1.2 The objectives of teaching history in our school are:**

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

**2 Teaching and learning style**

**2.1** The history curriculum is taught in a rich and varied way, with strong cross-curricular links to other subjects. This helps bring learning to life and make it meaningful within a context. Teaching focuses on enabling children to think as historians and ask questions. We place an emphasis on examining historical artefacts and primary sources for evidence. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions about the information they are given, such as 'how do we know?'

**2.2** The school organises high quality enrichment days with the company 'History Off the Page'. These workshops inspire pupils through crafts, drama, storytelling and role play. As a result, pupils are immersed in history in a way that has a meaningful impact on their learning. This kinesthetic learning approach supports pupils with special educational needs and disabilities (SEND), disadvantaged pupils and pupils with English as an additional language to access the history curriculum. The workshops provide a hook to stimulate pupils' interest in a new history topic. All pupils have a shared experience at the beginning of their learning sequence and disadvantaged pupils' experiences are equal to that of other pupils. This enables them to learn from a similar starting point.

**2.3** The pupils learn about the history of their hometown, Stevenage. This meets the national curriculum objective of history in the local area. The sequence of lessons takes the pupils through a chronological journey of Stevenage as a seventh century Saxon village, to the Old Town and new town of today. The pupils learn about Queen Elizabeth II opening the Town Centre in 1959 and the history of the clock tower.

### **3. History curriculum planning**

**3.1** Teachers plan a creative, spiral curriculum to ensure that learning happens in a sequential, progressive manner. This enables pupils to build their knowledge and skills upon previous learning and embed what they have learnt.

**3.2** In key stage 1, we follow the national curriculum objectives in early years, teachers carefully plan provision that will develop pupils' knowledge and understanding of the world, one of the four specific areas of learning in the early years foundation stage (EYFS) framework. Across the school, history is an integral part of the topic work covered during the year.

**3.3** The role of curriculum leaders is to ensure that the skills and knowledge being taught in each year group are sequential and built on those taught previously. Curriculum leaders work closely alongside teachers to ensure that progression is closely aligned with both the EYFS and national curriculum expectations. The curriculum leader collates a curriculum journey that also includes specific historical and topic vocabulary that should be taught in each year group. The curriculum journey outlines pupils' experience of history from Nursery to end of Year 2. This curriculum journey is the mid-term planning that teachers use to guide their short-term planning. Each year group puts together a curriculum map outlining the topics for that half term. This curriculum map forms a long-term plan.

## **4 The Foundation Stage**

**4.1** In the foundation stage, the pupils begin to develop their awareness of the past by sharing experiences of events in their lifetime: birthdays, Christmas, holidays and weddings. Each classroom has a special box where the pupils can bring in important items from home, such as photographs, certificates and souvenirs, to share with their peers. This enables them to talk about past and present events in their own lives and in the lives of their family members. This is the beginning of pupils developing their understanding that they can use artefacts to help them find out about the past. The pupils begin to develop their understanding of the passing of time by sequencing the school day, seasons and comparing day and night.

**4.2** History makes a significant contribution to developing a child's knowledge and understanding of the world; for example, through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of vocabulary in relation to their own lives. An example of this might be in the use of words like 'old' and 'new'.

## **5 The contribution of history to teaching in other curriculum areas**

### **5.1 English**

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English lessons are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing simple reports, explanation texts, labelling and writing about artefacts.

### **5.2 Mathematics**

The teaching of history contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating timelines and through sequencing events in their own lives.

### **5.3 Personal, social and health education (PSHE) and citizenship**

History contributes significantly to the teaching of personal, social and health education and citizenship. Children develop self-confidence by having opportunities to discuss and explain their views on several social questions. They learn how society is made up of people from different cultures. They start to develop tolerance and respect for others. They learn to appreciate that racism is a harmful aspect of society. They learn about how the past has affected and changed culture today.

### **5.4 Spiritual, moral, social and cultural development**

In our teaching of history, we contribute where possible to the children's spiritual development as a unit of work. For example, through asking questions like, 'what are we remembering on Remembrance Day?' We also provide children with the opportunity to

discuss moral questions, or what is right and wrong. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

## **6 History and computing**

**6.1** Information and communication technology enhances our teaching of history wherever appropriate. The pupils use technology in a variety of ways, such as word-processing and finding information on the internet. They can also make creative use of the digital camera to record photographic images.

## **7 History and inclusion**

**7.1** At our school we teach history to all children whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. Through our history teaching, we provide learning opportunities that enable all pupils to make good progress. Lessons are designed to be practical and involve pupil participation. This could include pupils handling artefacts or dressing up in clothing from the past. This type of hands-on experience suits our special needs pupils who predominantly are visual and/or kinesthetic learners. Teachers use the interactive white board to show portraits, old photographs and historical film to stimulate interest, encourage questioning, and develop inquiry. The historical workshops also contribute significantly to enabling special needs and English as an additional language pupil to access the history curriculum. These workshops provide valuable learning opportunities where all pupils can experience life in the past with engaging learning that suits all abilities. We strive hard to meet the needs of those pupils with special educational needs and disabilities, those who are higher attainers, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see their separate policies.

**7.3** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors so that we can take some additional or different action to enable the child to learn more effectively. Factors include classroom organisation, teaching materials, teaching style, and differentiation. Assessments made by teachers allow us to consider each child's attainment and progress in relation to the levels expected. This helps ensure that our teaching is matched to the child's needs.

**7.4** We enable all pupils to have access to the full range of activities involved in learning history. When children are to participate in activities outside the classroom as a visit offsite, we carry out a risk assessment prior to the activity to ensure that the activity is safe and appropriate for all pupils.

## **8 Assessment for learning**

**8.1** Children demonstrate their ability in history in a variety of different ways. For example, questions pupils ask when examining an artefact, recall of information, acting out a famous historical event or carrying out a presentation of their investigations and findings. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this

information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

**8.2** We assess work in history by making informal judgements as we observe the pupils during lessons. Once a pupil completes a piece of work, we mark and comment as necessary. Once they complete a whole unit of work, we make a judgement of pupils' learning and understanding, linking with the National Curriculum levels of attainment. We input this data onto Arbor. We pass information on to the next teacher at the end of the year.

**8.3** The history subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school.

## **9 Resources**

**9.1** There are sufficient resources for all history teaching units in the school. We keep these resources in a central store and in individual classrooms. The library and class libraries contain a good supply of topic books to support children's individual research. Software is stored centrally. As a school, we have a strong connection with Stevenage Museum. Teachers can plan exciting lessons where pupils can observe and handle artefacts.

## **10 Monitoring and review**

**10.1** The curriculum leader collects: pupil voice, photographic evidence, observes lessons and organises scrutiny of pupils' work. This evidence, including data, measures the implementation and impact of the history curriculum taught at The Giles Nursery and Infants' School. This supports the curriculum leader in planning for progression in history and in ensuring that pupils receive a high quality of education in this subject. The curriculum leader communicates with the head teacher and school governor throughout the school year.

**10.2** This policy will be reviewed every three years.

**Date: July 2023**

**Next Review: July 2026**