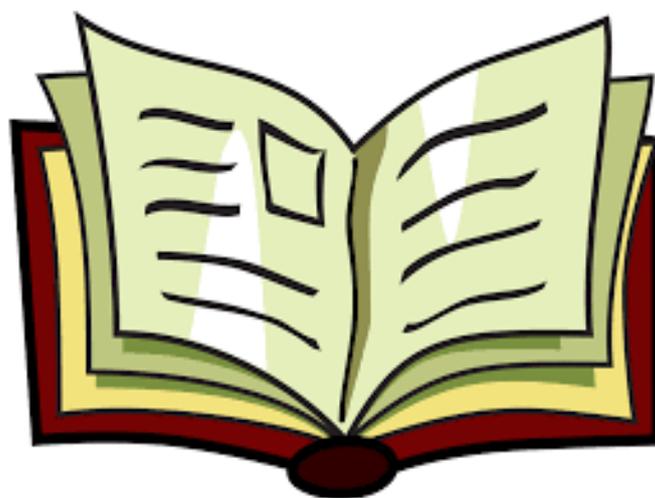


FOREFIELD COMMUNITY INFANT AND NURSERY SCHOOL



History Curriculum Policy



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1. Introduction

At Forefield Community Infant and Nursery School we aim for a high quality History curriculum which should inspire in pupils a curiosity and fascination about Britain's past and that of the wider world developing knowledgeable and confident historians.

2. Intent

Our History teaching equips pupils firstly with a wealth of local history knowledge, learning how the changes in their local community; both Crosby and Liverpool, reflects the history of Britain, making links to significant periods, events and people in History for example The Great Fire of London.

Understanding the passing of time can be an abstract concept for young children therefore the use of timelines is a key feature in our History curriculum. Timelines are used to teach children about their own personal history as well as changes within their living memory and beyond their living memory.

Significant historical figures have been carefully chosen for study at Key Stage 1 to provide children with a broad and diverse understanding of meaningful historic events/people and the impact they had on the world. Children will learn about historical figures such as Florence Nightingale, Rosa Parks, Scott of the Antarctic and Jane Goodall and have a thorough understanding of how their life and work has influenced modern day life.

As historians, children who attend Forefield will have a secure understanding of chronology and understand the methods of historical enquiry. They will use different artefacts and sources to find out more information and will be able to ask and answer questions about the past. We aim for all children to develop a love of learning and be inspired by our rich history, acquiring further knowledge and skills in this subject through fieldwork and educational visits within the local area.

'Learning and Growing together through History'

3. Implementation

To ensure high standards of teaching and learning in History, we implement a curriculum that is progressive throughout the whole school. History is taught as part of termly topics, focusing on knowledge and skills stated in the National Curriculum and the EYFS Framework.

EYFS

History knowledge and skills are taught in EYFS through the Development Matters strands and Early Learning Goals of 'People and Communities' and Understanding the World'. History is taught in Reception as an integral part of the topic work throughout the year. Children find out about past and present events in their own lives and in the lives of family members developing an early understanding of chronology. Through topics, children's understanding of changes over time is developed for example looking at how emergency vehicles have changed. Significant events locally and nationally are built into the EYFS curriculum for example new building projects in or around school or Royal weddings. Events such as these are given sufficient coverage within the curriculum to ensure they are meaningful events in children's personal timelines.

Key Stage One

History is taught through half-termly topics. Teachers have identified the key knowledge and skills to be taught through each topic and consideration has been given to ensure progression within a year group and across the school as well as making links to other subjects. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the starting point for learning in each topic and ensures lessons build on children's prior knowledge. Teachers will also use their knowledge of our curriculum, making links to prior learning clear, for children to build upon. At the end of each topic a 'Knowledge Quiz' takes place to assess what children know. This is used alongside ongoing teacher observations and assessments.

In Key Stage 1 History lessons will focus on teaching knowledge of sequence, time and chronology with children using a range of evidence from the past. Children will develop historical enquiry skills by learning about real people and events from the past. Topics will focus on detailed studies of significant events such as The Great Fire of London. In lessons, children will be exposed to a wide range of artefacts and sources from which they can find out and gather information about a given event/person and using historical perspective can evaluate the impact the event or person had on history and how this has influenced the present.

Whenever possible, opportunities for educational visits are planned into the curriculum to develop historical learning outside the classroom. Key Stage 1 take advantage of the rich and diverse history of Liverpool to broaden children's historical knowledge within the context of the city in which they live. Visitors also come into school in order to enhance children's historical knowledge and understanding of events further afield such as The Great Fire of London through interactive, drama workshops.

4. Impact

The impact of our high quality History curriculum will be to develop children who:

- have an understanding of the past and how this has influenced the present
- have an understanding of chronology through the use of timelines

- are aware of the different sources of information which help to develop our historical understanding
- can ask questions of who, what, where, when and how
- can share facts and knowledge in a variety of ways including ordering artefacts from the past and present, discuss similarities and differences between then and now, written recounts of specific periods in time from a different point of view
- foster a keen interest in the history of Britain

EYFS End Points

By the end of Reception, children will know and be able to talk about the past and the present relating this to events in their own lives and that of close family members and friends. They will have a basic understanding of the passing of time, knowing key events within their short lifetime and how some events happened before they were born.

Key Stage One End Points

By the end of Key Stage One children will have an understanding of chronology through the use of timelines using these to sequence significant events from the past and to sequence events and changes within their own living memory. They will understand and be able to use key historical vocabulary correctly within the context of their history lesson.

Through the study of our local area the children will know about changes to their immediate locality and be able to talk about them linking them to national and global events and changes.

At Forefield Community Infant and Nursery School we work closely with Forefield Junior School to ensure progression and continuity in History education is seamless as Year 2 children transition to their next phase of education. Key Stage 1 History curriculum knowledge is built upon further in Key Stage 2 developing children's knowledge of the past and key events and people further.

5. Assessment

Our bespoke curriculum assessment system, Classroom Monitor allows teachers to assess progress and attainment of children against both knowledge and skill-based learning objectives. These objectives are taken from our progression model and bespoke curriculum. Lessons and topics are planned to ensure children can achieve these outcomes which will broaden their knowledge and skills in History.

Teachers will informally assess during lessons and give oral feedback sharing ways in which children can improve. Observations ensure accurate assessment of children's attainment against learning objectives within lessons. Teachers may use I Pads to record and evidence children's progress over a sequence of lessons. Some key pieces of evidence will be uploaded to the school's History curriculum sample folder or to Classroom Monitor for moderation purposes and for monitoring of the curriculum.

A History data capture will occur three times per academic year to support subject monitoring and ensure all children are making progress towards the end points of their year group/phase.

6. Reasonable Adjustments

Within the History curriculum, teachers will make reasonable adjustments for all children through differentiation, adult support, alteration of equipment and level of challenge to meet the needs of all children in the class. Class teachers can seek advice from the History Subject Leader and/or SENCO to ensure reasonable adjustments are made for all children.

8. SMSC

Opportunities to promote children's spiritual, moral, social and cultural development are threaded throughout our History curriculum. Examples of how SMSC is woven through History lessons are below:

SMSC in History

- By considering how things would be different if the course of events had been different. For example, what might have happened if The Great Fire of London had not been stopped?
- By discussing and debating why we mark important events from history and the people who shaped them eg. Why do we remember November 5th?
- By looking at local history and investigating the reasons why there is a monument with local soldiers names inscribed on who died in the war.
- By exploring the impact of key historical figures in shaping equality eg. Rosa Parks
- By considering key lessons from historical events showing us how we ought to treat one another and the implications and impact of negative behaviour.
- By encouraging pupils to talk to their parents and grandparents. For example in Year One children learn about toys and how they have changed over time through discussions with parents and grandparents.
- By taking pupils on visits to local heritage sites. For example in Year Two children visit Liverpool and the Albert Dock.
- By investigating historical figures who have shaped Britain and/or left a legacy within our culture eg. Florence Nightingale, Jane Goodall, Rosa Parks.
- By exploring democracy and how the rule of law has been shaped by key events in history.
- To recognise and reflect upon the significant role of religions within history.

9. Role of Subject Leader

The role of the subject leader

- Ensure high quality History lessons are taught across EYFS and Key Stage 1 through our agreed broad and rich History curriculum.
- Provide subject specific guidance/CPD to colleagues.
- Monitor the History curriculum delivered to children across the school highlighting strengths and areas for further development.
- Monitor the progress and attainment of children in school in History.
- Manage resources to support delivery of a high quality curriculum.

- Stay up to date with changes, new initiatives and research that would enhance and support the development of History at Forefield Infant and Nursery School.

10. Equality Statement

The History curriculum adheres to our school Equality Policy. It is the responsibility of all staff to ensure that all children are treated equally, regardless of their background, gender, race or ability. We are an inclusive school and teach History to all children respecting individual needs. The history curriculum takes into account issues of difference including: gender, race and ethnicity.

Sharon McGough
History Subject Lead
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