

HISTORY POLICY

HATFIELD PEVEREL INFANT AND NURSERY SCHOOL



Inspiring a Love of Learning

APPROVED BY GOVERNORS: APRIL 2026

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STATEMENT OF INTENT FOR HISTORY

At Hatfield Peverel Infant and Nursery School, our history curriculum is designed to ensure that children begin to develop a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire curiosity about history, encouraging children to ask questions and explore the past with enthusiasm. Our curriculum helps children appreciate the diversity of people's lives across time and understand the processes of change and continuity. Additionally, we support children in making meaningful connections to their own personal history and the changes they have experienced within their own lifetime.

This document is a statement of the aims, principles and strategies for the teaching and learning of History in Early Years and Key Stage 1.

AIMS

At Hatfield Peverel Infant and Nursery School the aim is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology. Through this they develop a sense of identity and a cultural understanding based on their historical heritage. Therefore, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

PRINCIPLES FOR TEACHING HISTORY

- To foster in children an interest in the past, and to develop an understanding that enables them to enjoy all that history has to offer.
- To enable children to know about some significant events in British history, and to appreciate how things have changed over time. This should include changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- To develop a sense of chronology.
- To have some knowledge and understanding of historical development in the wider world.
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage.
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.
- To know about events beyond living memory that are significant nationally or globally.
- To know about 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.
- To know about significant historical events, people and places in their own locality.

EXPECTATIONS

In the Nursery and foundation stage, children will work towards the historical aspects of the Development Matters and Early Learning goals for knowledge and Understanding of the World.

We follow the National Curriculum, History programmes of study for Key Stage 1.

By the end of Key Stage 1, most children will be expected to:

- Place known events and objects in chronological order.
- Sequence events and recount changes within living memory e.g. first day of school, 5th birthday.
- Ask and answer questions using a range of simple sources e.g. artefacts/ photographs provided.
- Describe some similarities and differences between artefacts and sort into then and now.
- Find out more about a famous person from the past and carry out some research on him or her.
- Relate his or her account of an event and understand that others may have a different version.
- Understand key features of events and identify similarities and differences between ways of life in different periods.
- Show an awareness of the past by using common words and phrases e.g. 'before I was born', 'when I was younger' 'before', 'after', 'past', 'present', 'then' and 'now'.
- Sequence a set of events in chronological order and give reasons for their order.
- Identify similarities and differences between ways of life in different periods.
- Explain how their local area was different in the past.
- Recount some interesting facts from an historical event beyond living memory, such as where the fire of London started.
- Know about the lives of some significant individuals in the past who have contributed to national and international achievements. Why someone in the past acted in the way they did? Compare aspects of lives in different periods.
- Describe changes within living memory and aspects of change in national life e.g. rise of supermarkets, decline of small shops, toys, money.

TEACHING AND LEARNING

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. 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, such as 'how do we know?'

History is taught by the Class Teacher. In Key Stage 1 teaching is topic based and is blocked together in half termly units.

For children in the Nursery and Foundation Stage, History is developed through the learning area of 'Knowledge and Understanding of the World' (see Early Years policy).

We recognise that in all classes children have a wide range of ability in History, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- sometimes setting tasks which are open-ended and can have a variety of responses.
- providing resources of different complexity, depending on the ability of the child.
- teaching using a History skills progression map to inform our planning.

PLANNING

Based on the aims and objectives set out in the National Curriculum, we ensure that these are covered throughout our History planning and our skills progression maps. Activities are put in place and sequenced so that progression is shown throughout the school.

NURSERY AND THE FOUNDATION STAGE

We teach History in Nursery and Reception as an integral part of the topic work covered during the year. We relate the History side of the children's work to the objectives set out in the Early Learning Goals (ELGs) and the Development Matters document which underpin the curriculum planning for children birth to five. History makes a significant contribution to developing understanding of the world and 'the people and communities' strand of PSE. The children are engaged through planned activities and continuous provision. This encourages them to explore historical artefacts and through discovering the meaning of vocabulary ('new' and 'old', for example) in relation to their own lives.

ASSESSMENT AND MONITORING

Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so we can take some additional or different action to enable pupils to learn more effectively.

We assess children's work in History by making informal judgements as we observe them during each History lesson. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. History statements on Insight are then completed each term to identify if pupils are working below, towards, expected or above the expected level.

Monitoring History within the school, and the progress of the children, is carried out by several staff members ranging from the History Lead, Classroom Teacher, Learning Support Assistants, and the Headteacher.

The History Lead keeps samples of children's work and photos are uploaded to tapestry. The work of the History Lead involves supporting colleagues in the teaching of History and providing a strategic lead and direction for the subject in school. Monitoring of History takes place throughout the school by:

- Observations of individual lessons.
- Discussion with both adults and children (staff and pupil voice).
- Looking at classroom displays.
- Observation of children's work.
- Assessment of pupils' work and achievement.
- Planning analysis.

SPECIAL EDUCATIONAL NEEDS

At our school we teach History to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our History teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. The History Lead is aware of the SEN needs throughout the school and is responsible for ensuring that required adaptations are made.

CROSS CURRICULAR LINKS

History may be taught in a cross-curricular approach across a range of subjects in order to enhance the knowledge and understanding of the world nature of the subject. The teaching of historical skills or knowledge may not always be through a 'History' lesson.

History and ICT - Information and communication technology enhances the teaching of history in our school significantly. It is often used alongside texts to help bring History to life and to record experiences such as trips, hands-on experiences and drama workshops. It also offers ways of impacting on learning which are not possible with conventional methods. It provides us with a range of sources and images for children to explore. Children learn how to find, select, and analyse information on the Internet and on other media.

SUBJECT LINKS

English - History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their oracy skills through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing different text types. There is a strong focus on the development of subject specific vocabulary through the inclusion of key words on working walls.

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. Children also learn to interpret information presented in graphical or diagrammatic form.

Personal, social and health education (PSHE) - History contributes significantly to the teaching of personal, social and health education. Children develop self-confidence by having opportunities to explain their views on several social questions. They begin to discover how to be active citizens in a democratic society, they learn how to recognise and challenge stereotypes, and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures, and they start to develop tolerance and respect for others.

Religious Studies and World Views - In our teaching of History we contribute where possible to the children's spiritual development, as in the Key Stage 1 unit of work. We also provide children with the opportunity to discuss moral questions, or what is right and wrong and identify opportunities for debate on the medium-term planning.

Resources

Many resources are kept centrally. These tend to be larger artefacts whilst books and other supplementary resources are stored in the Resource Room in topic boxes.

KMcG April 26