



History Policy

At Thorpe Acre School we believe that:

- History stimulates children's interest, curiosity and understanding of events and people from the past.
- History develops a sense of identity and cultural understanding based on historical heritage.
- A sense of chronology can allow a better understanding of the challenges faced in past.
- By developing enquiry skills and asking questions, children become aware of the importance of perspective and judgement.

Intent

- In accordance with The National Curriculum and Development Matters Guidance, at Thorpe Acre Infant School, we intend to:
- 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 them to know about significant events in British history and to appreciate how things have changed over time and how this affects their lives today.
- To develop a sense of chronology.
- To recognise and use appropriate vocabulary and know their meaning.
- 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 develop children's ability to investigate and interpret the past in different ways through a variety of historical sources.
- To ensure that History at Thorpe Acre Infants is accessible to all learners, regardless of individual starting points.

Implementation

Early Years Foundation Stage (EYFS)

In the EYFS we explore historical themes and content through the Understanding the World strand of the EYFS curriculum. We aim to provide an engaging environment,

giving the children the opportunity to make sense of their physical world and their community. Children will be given opportunities to talk about members of their immediate family and community, will comment on images from the past, and compare and contrast characters from the past in stories. We start each term with the whole school topic, where children have focused vocabulary and objectives to cover. From this starting point we then extend our learning and activities through the children's interests- making it relevant to our children. Key learning may be introduced as a group or in the moment so that children are scaffolded in a way that suits them. Resources and materials are carefully thought about, to support children's development and enquiry of historical events and significant figures from the past, whilst also introducing them to specific historical vocabulary. Children's interests and ways of learning are incorporated, and materials are provided to record findings. Children have access to these resources in our indoor and outdoor provision. We try to link history themes where we can to the local environment and community as much as possible so that all children can have these experiences and be immersed in the relevant vocabulary.

Over the year children will:

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

At the end of each term, the children create pages to show what they have learnt through their topic work. A collection of the children's work, evidence of independent learning, children's voice, observations and home learning is added to the class Topic Evidence Book.

Children are assessed termly against the Development Matters Document and at the end of the year a descriptor of emerging or expected is given. Parents are provided with an annual end of year report.

Key Stage 1

Each year the children will cover:

- Changes within living memory
- Events beyond living memory
- The lives of significant individuals from the past
- Significant historical events

At Thorpe Acre Infants we have developed a curriculum which provides children with an understanding of local and national historical events using the National Curriculum's Programmes of Study as a guideline. History is taught in 3-4 week blocks enable the children to immerse themselves in each topic as well as allowing them to gain that deeper level of understanding. Our medium-term plans are planned around enquiry questions which the children are challenged to answer using research skills, thinking critically and making informed judgements based on their findings. Where possible, they also go on school visits to historical sites, such as Bradgate Park when learning about Lady Jane Grey. History experts are also invited in to speak to the children about specific topics and to help them delve into the past.

History can be interpreted in different ways so we encourage the children to ask searching questions, such as "how do we know?" about the information provided. Along with the medium-term plan, we also produce a vocabulary list outlining some of the key words that will be covered in each topic; a copy of this is sent home to encourage parents and their children to engage in conversation about their learning in history.

The progression of skills ensures the children are equipped with everything they need to become young historians who can make connections between the past, present and future. The journey through each topic is displayed on working walls and in their topic books.

Impact

- Children are excited to learn about the past and make connections with the world in which we live in today.
- Children will have developed historical knowledge and enquiry skills to make informed judgements on past events and on the lives of historical figures.
- Children have a good understanding of chronology by the end of KS1 and can make links between what they have learnt.
- Children can use a range of historical vocabulary.
- Children will develop a deep knowledge, understanding and appreciation of history in their local area and its place within a wider context.
- Children are able to produce high levels of work appropriate to the ability.

At Thorpe Acre Infant School we can judge the success of our history curriculum in the following ways:

- Learning walks (including those with governors and external visitors) –do they show evidence of our intent in action?
- Learning environment – is it rich in language to support children's learning, does it support independence?
- Planning – is it allowing children to gain knowledge and master skills, does it meet the needs of all learners? Is it following an enquiry approach?

- Topic Books – is presentation of a high standard and are children making at least expected progress from their various starting points?
- Data – is attainment and progress in line with National averages, do all groups achieve as well as they should? What provisions are in place to support children who aren't making progress?
- History co-ordinator conducts pupil voice meetings after a history focus where performance is analysed against individual and school targets.

Resources

All specialised resources are kept in the central curriculum resource cupboard.

Resources are replenished as needed and in line with the requirements of each year groups units of work.

Monitoring the Policy

The History Co-ordinator will monitor the implementation of the policy regularly. This policy will be reviewed and approved by the Governors and co-ordinators every two years, or as and if development in the subject lend themselves to an early review.

Policy Date: Aug 2021

Review Date: