

# Booker Avenue Infant School



'Working together, learning together'

## History Policy

## **Introduction**

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and reviewing rests with the History co-ordinator.

## **Aims**

At Booker Avenue Infant School, we follow a bespoke, literacy led curriculum that centres around engaging and vocabulary rich texts. Our history units are guided by the high quality texts the children engage with to spark their interest and curiosity.

We follow the History National Curriculum and encourage the children to develop their historical skills and knowledge as well as developing their enquiry skills by using a variety of sources including stories, pictures, photographs, artefacts, trips and visitors. We consider 'chronology' which allows the children to distinguish and compare the differences and similarities between the past and the present and have opportunities to order and sequence significant people and events. We place high emphasis on the vocabulary our children encounter to ensure and further our children's understanding.

## **Teaching and Learning**

Staff at Booker Avenue Infant School use a range of teaching and learning styles in History lessons. Our aim is to develop the children's knowledge, skills and understanding in History. We believe in whole class teaching methods and combine these with enquiry based research activities. We believe children learn best when:

- They have access to, and are able to handle artefacts.
- They go on visits to museums and places of interest.
- They have access to secondary sources such as books and photographs.
- Visitors come in to talk about the past.
- They listen to, and interact with stories about the past.
- They undertake fieldwork by interviewing family and older friends about changes in theirs and other people's lives.
- They use drama and dance to act out historical events. They are shown resources from the internet.
- They are able to use non-fiction books for their research.
- They are provided with opportunities to work independently or collaboratively, to ask or answer historical questions.

## **Organisation**

Through structured lessons, class teachers are responsible for planning appropriate opportunities for children of all abilities to develop their skills and knowledge so that the children are increasingly challenged as they move through the school. This allows children to enhance their historical knowledge and develop their skills through focused learning. This model also promotes the children in being able to achieve a greater

depth of understanding of each topic. Children explore history through whole class teaching and mixed ability group work. Our curriculum is planned to allow our children to regularly revisit past learning and build upon those strong foundations.

### **Planning and Resources**

Planning is supported by the Kapow Scheme of Work. Lessons follow a sequence of objectives that embed and revisit previous knowledge and introduce new themes and vocabulary. To support the delivery of lessons, we use a wide range of resources that best fit the needs of the children and provide the best possible outcome for learning. Planning is reviewed on a half term basis, this means our curriculum is constantly evolving so as to achieve the highest possible outcomes. Ambitious vocabulary is a main aim when teaching History and the planning reflects this through explicitly stating the delivery of key vocabulary.

### **Cross Curricular Links**

In our school History is not taught in isolation, where possible we make links across the curriculum to encourage children to use their Historical knowledge and skills in all subject areas. This is referenced within the medium term plans.

### **EYFS**

Early years explore historical themes and content through the Understanding the World strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and time. Under Understanding The World, there is a ELG entitled 'Past and Present'. Pupils will talk about members of the immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. As well as compare and contrast characters from stories, including figures from the past. To support planning in the Early Years, we use the Kapow scheme. This provides key knowledge for the progression and smooth transition of teaching and learning in Year One.

### **KS1**

During Key Stage 1, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They 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. They demonstrate a growing confidence and accuracy when using commonplace historical vocabulary. The National Curriculum states that in Key Stage 1: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. To ensure the progression described above, through teaching about the people, events and changes outlined below, teachers often introduce pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life [Year one: How am I making history? How have toys changed? How have explorers changed the world? Year two: How was school different in the past? How did we learn to fly? What is a monarch?]
- Events beyond living memory that are significant nationally or globally [Year one: How have explorers changed the world? Year two: How did we learn to fly? What is a monarch?]
- 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 [Year one: How have explorers changed the world? Year two: How did we learn to fly?].
- Significant historical events, people and places in their own locality. [Year one: How am I making history? Year two: How was school different in the past? What is a monarch?].
- We use the Kapow scheme of work to support our teaching and learning of the subject. This ensures complete coverage of each strand, and that knowledge is embedded throughout each year group.
- We use a wide range of resources to support our delivery of high quality and engaging lessons. These include non-fiction books, objects, google searches, Twinkl, etc.

## **Assessment**

Formative assessment is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's historical enquiry skills. Assessment is supported by use of the following strategies:

- Ongoing formative assessment at the start of lessons as well as regularly throughout the week. This allows for teachers to address any misconceptions and identify any gaps in learning.
- Tapestry program is used to track progress made in each of the strands, every term. It is the role of the subject lead to monitor progress and make reasonable adjustments to the curriculum to ensure every child meets their full potential.

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using high level, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback on pupils' work and opportunities for self-assessment, consolidation and target setting.
- Book moderation and monitoring, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Feedback to subject lead regarding children not meeting the standard. This provides opportunities to provide next steps in order that all children can reach their full potential.

### **Equal opportunities**

At Booker Avenue Infants, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

### **Inclusion**

All pupils are entitled to access the history curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion policy. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging history curriculum and this is supported through a number of links with places of historical interest in the immediate and wider locality and regular heritage projects which engage the children further through practical learning activities.

### **Role of the Subject Leader**

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- Promote the importance of key historical vocabulary.

- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of History.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and provide feedback to SLT.
- To monitor planning and oversee the teaching of History.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the History curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- Tapestry program is used to track progress made in each of the strands, every term. It is the role of the subject lead to monitor progress and make reasonable adjustments to the curriculum to ensure every child meets their full potential.

**Date of policy:** July 2025 **Date of next review:** July 2026