



# **PARKLANDS INFANT AND NURSERY SCHOOL**

## **HISTORY POLICY**

Approved by the Governing Body of Parklands Infant & Nursery School

Date: Tuesday 15<sup>th</sup> October 2024

Signed: \_\_\_\_\_

Mrs K Merriman (Chair of Governors)



**Parklands Infant and Nursery School**  
**History Subject Policy – September 2024**

**Section 1: Introduction to the Policy**

**Purpose**

The purpose of this policy is to describe our practice in History and the principles upon which this is based.

**Aims**

This policy sets out to ensure consistency in the teaching and learning within History across the school. This is to ensure that pupils 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.

This policy supports our school mission statement of: "To establish a life-long love of learning within a caring environment, in which we encourage all children to fulfil their potential through enjoyable and enriching experiences".

It also supports our whole school ethos of developing the Parklands Person.



## **Intent**

At Parklands Infant and Nursery school, we believe that a high-quality History education equips children to be Historians who understand how events in the past influence the world we live in today. Pupils also learn about their place in History and our curriculum raises curious learners with a strong sense of chronology. Pupils are encouraged to recognise the importance of key vocabulary, knowledge and understanding. Children at Parklands learn History through exploring artefacts and evidence, which develops their ideas and sparks their curiosity. This enables them to ask and answer questions about life in the past.

At Parklands, it is our intent that we make History an enjoyable learning experience. We teach children to be inquisitive about the world around them both now and in the past. Children in KS1 learn about significant people such as Florence Nightingale, Nelson Mandela and Rosa Parks. We teach the children about the significance of these individuals and their impact on life today. Historical vocabulary is embedded within our curriculum so that they are able to speak about Historical events and individuals with confidence. The aim of the progressive History curriculum is to ensure children gain detailed and connected knowledge and remember what has been learned previously. Teachers plan the curriculum together to ensure full coverage and progression of the History curriculum is achieved, without causing cognitive overload.

We intend to provide all children regardless of ethnic origin, gender, class, aptitude or disability, with a broad and balanced History curriculum.

## **The Implementation**

Our pupils receive a progressive History curriculum from EYFS to Key Stage One. Planning for History is a process in which all teachers are involved to ensure that the school gives full coverage of, 'The National Curriculum programmes of study for History 2014' and, 'Understanding of the World' in the Early Years Foundation Stage. History teaching at Parklands Infant and Nursery School involves adapting and extending the curriculum to match all pupils' needs. Curriculum planning is done with input from all year groups enabling the knowledge to be built upon year on year and specifically tailored to meet the needs of our children. The Learning challenge curriculum has formed the basis of our History Curriculum. Staff have worked in collaboration to create a curriculum tailored to the needs and life experiences of our pupils.

In EYFS, children learn through a topic- based curriculum that focusses on developing their knowledge and understanding of the world. We ensure that children are engaged, curious and provide opportunities for them to enhance their experience of the world drawing on their own experiences but also provide opportunities for children to gain experiences.

In Key Stage One we plan 'Link it' lessons which enable children to revisit and showcase knowledge they have gained in previous years and allow them to build connections to the new knowledge they are about to receive. Memory retrieval tasks are planned to ensure knowledge is retained and can be recalled to support later learning. Children are immersed in carefully chosen historical vocabulary,

which aids children's knowledge and understanding. Teachers ensure that key vocabulary is constantly modelled, explained and encouraged to ensure it is embedded. To make History an exciting and enjoyable experience we provide children with real artefacts to explore and offer workshops and school trips which compliment or consolidate our learning. These opportunities allow pupils to visualise the concepts they have been learning about and observe History first-hand. Our curriculum identifies and sequences the disciplinary knowledge that children need in order to have chronological understanding; develop historical enquiry and interpretation skills .

We also use opportunities from national events or days as opportunities to teach the children about history. For example, the Queen's Jubilee and Black History Month.

### **Impact**

The impact of our History curriculum is for children to acquire the age-related knowledge and skills. Children will develop the language and vocabulary in order for them to talk with confidence and clarity about significant historical people and events.

By the end of Key Stage One all children will have:

- An awareness of the past and build up their knowledge of significant events and individuals from the past. (Chronology and Causation)
- A wider vocabulary of historical terms
- The ability to ask and answer questions and understand some ways in which we can find out information about the past. (Historical Enquiry)
- A richer vocabulary which will enable to articulate their understanding of taught concepts.
- High aspirations, which will see them through to further study, work and a successful adult life.
- A chance to succeed in History. Children will remember more of what they have learned and make links between previous learning to make it more meaningful.

### **SMSC British Values in History**

#### **Spiritual Education**

Spiritual Education involves pupils learning about influential people and recognising the impact of their positive contributions. This enables pupils to reflect upon how life would be different if courses of action were dissimilar. Spiritual Education occurs at Parklands in every-day teaching as well as in specific focus days. These topics allow pupils to learn about positive role models and the difference that they have made.

#### **Moral Education**

Moral Education consists of pupils learning about the positive and negative occurrences of past historical events. This allows pupils to consider how individual's actions have disadvantaged people's lives. Moral Education is present at

Parklands by pupils reflecting upon how past events could have been altered so that people were treated with fairness and respect. This also enables pupils to consider how their own behaviour can positively impact others.

### Social Education

Social Education involves pupils working collaboratively to discuss and interpret how ways of life have changed in contrast to present day. This enables pupils to support each other's learning whilst extending their own knowledge and understanding. Pupils are also encouraged to work in collaboration with their parents and grandparents by for example discussing familiar topics, such as toys from the past. At Parklands we incorporate Social Education into History by using discussion as a basis for all learning opportunities whilst allowing children to work in mixed age and ability groups during History focus days.

### Cultural Education

Cultural Education comprises of pupils learning about different races, religions, genders and ways of life through History. This empowers pupils to learn about how cultures have changed over time and have been shaped by History. Cultural Education is also present in History through pupils developing an understanding of the world around them.

## **Promoting British Values through History**

### Democracy

In History all pupils are given equal opportunities to engage in all aspects of learning regardless of their age, gender, ability, race or religion. All pupils are treated fairly and are encouraged to share their prior experiences, knowledge and understanding. This enables pupils to learn from their peers as well as from adults.

### Individual Liberty

Pupils are encouraged to make their own choices in History by choosing an activity which they think will challenge their learning at their own individual level. Teachers instil clear expectations so that pupils know what is expected of them from each activity. Pupils are encouraged to take risks within their learning so that their full potential is maximised.

### Rule of Law

Fairness and inclusion are of upmost importance in all historical learning opportunities. Pupils are encouraged to adopt these qualities whilst aiming to base their behaviour upon the 'Parklands Person'. This supports children to value and respect other people regardless of their age, gender, race or religion.

### Mutual Respect and Tolerance of Different Faiths and Beliefs

Throughout our curriculum and 'Parklands Person' approach children are taught to value and respect other's faiths and beliefs. Pupils are encouraged to work both independently and collaboratively in History supporting them to share, turn take and value different opinions. This also helps pupils to develop an awareness of

individual's similarities and differences whilst learning, that everyone holds equal importance.

### **Consultation**

The policy was put together by Hayley Hayward in consultation with teaching staff, pupils, parents/carers and school governors.

## **Section 2: Procedures and Practice**

### **Roles and Responsibilities**

The History leader is responsible for providing an overview of the subject across the school to inform staff planning and to offer advice in which the curriculum can be delivered in an effective and engaging way. They should have an up-to-date knowledge of the subject requirements and ensure that these are met across the school, as well as having an overview of assessment. They are responsible for ensuring that an overview of the subject is available on the school website. The History leader also has a sound knowledge of the resources which are available within school and ensures that resources are replenished and updated as necessary. The History leader is responsible for the planning and implementation of any subject specific events which are ran in the school.

Individual teachers are responsible for the day to day planning, delivery and assessment of the History curriculum.

The governor for History is responsible for ensuring there is a good professional dialogue with the subject leader throughout the school year.

## **Section 3: Aspects**

### **Planning**

History is planned and adapted from the 'Learning Challenge curriculum' in Key Stage One. Using this as a basis a progression document and medium term plans for each half term have been developed. This has been adapted for our pupils and it works for Parklands because:

- Knowledge and skills are revisited in every lesson allowing pupils to embed learning.
- Children learn about significant individuals or events which are relevant to them and their lives.

In Early Years, History is covered through the 'Understanding of the World' area

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In Key Stage One a progression document has been developed which outlines the progressive disciplinary knowledge. The plan has been broken down into component parts each of which is a question which prompts historical enquiry. This develops their disciplinary knowledge and skills.

### **Teaching and Learning**

A variety of teaching and learning styles are used within our History lessons in order to develop children's knowledge, skills and understanding. Previous knowledge is constantly referred to and built upon so that children can make meaningful links between what they learn. Key vocabulary is modelled, repeated and displayed to ensure children's understanding and encourage their use of it. Children are encouraged to be the talkers with methods such as talk partners, peer support and self-assessment. Teachers will carefully ensure that children's historical knowledge is developed and deepened as a part of music lessons without causing cognitive overload using a range of strategies. Children will use technology in lessons where it enhances their learning. The History leader has developed knowledge organisers which can be used as a tool to aid memory retrieval. History is displayed prominently on Learning Journeys across EYFS and KS1. History is also displayed in the family room – showcasing some of our most recent History work across EYFS and KS1.

History is taught in the EYFS as an integral part of the topic work covered during the year. As part of a topic-based curriculum children are given the opportunity to take part in activities which allow them to

- Play and explore- children investigate and experience things and 'have a go.'
- Be active learners-children keep on trying if they encounter difficulties, and enjoy achievements.
- Create and think critically-children have and develop their own ideas, make links between ideas and develop strategies for doing things.

### **Organisation**

We use a variety of teaching and learning styles in our History lessons. We use whole-class teaching methods, combined with enquiry-based research activities. We encourage children to ask as well as answer historical questions. We offer them the opportunity to use a variety of data and artefacts, pictures and programmes and we enable them to use IT in history lessons where this serves to enhance their learning. Wherever possible, we involve the children in 'real', historical activities, e.g. visits to museums, real artefacts and talking to visitors.

### **Assessment**

Teachers make a termly assessment of children's performance in History. A variety of strategies, including questioning, discussion and observations are used to assess progress. Children who do not meet expectations will be identified on feedback sheets and this will be used to inform assessment data. This is recorded on 'Insight tracking' which is our internal record programme. In Early Years teachers assess against the Early Learning Goal under the Understanding of the world area.

In Early Years assessment is by continuous observation, listening and interaction with the child. Pupils learning is recorded and shared using Tapestry (online journal) Throughout the Early Years Foundation stage their progress is tracked against the age-related Development Matters statements. Each child's experience of the world is different, so the role of the adult is to recognise the need for sensitive intervention to extend their learning appropriately. To encourage self-evaluation and critical appreciation, children are given the opportunity to talk about their work at the end of a session in terms of what they have learnt to do or discovered in the process of making their work.

### **Monitoring**

The planning for History is reviewed by the curriculum coordinator to ensure coverage and progression. Observations and pupil voice interviews are carried out, which enable the coordinator to propose developments to enhance teaching and learning. Monitoring exercises are carried out termly in accordance with the History action plan. Reports are shared with staff and the responsible governor.

### **Special Educational needs and Disabilities (SEND)**

At Parklands Infant and Nursery, we are committed to promoting Disability Equality and equality of opportunity for pupils with special educational needs. When teachers are planning and teaching History lessons, they will make reasonable adjustments to promote equality of opportunity for all children. This could include:

- Providing additional support materials e.g. visual aids such as photographs, concept boards and Makaton symbols
- Additional adult support for children that require extra support in lessons
- Modifying tasks (e.g. working on the same learning objective but with an alternative way of recording the information such as using the IPAD to record the children verbally)
- Specially adapted transportation to school trips
- Ensuring that activities and trips are suitable and accessible for specific needs
- Breaking down tasks into small tasks, giving children achievable goals, and activities should reinforce the pupils understanding of content covered in previous lessons.

This will enable children to be able to reach their full potential at Parklands Infant and Nursery School.

Please see our *SEND policy* for more information about how Parklands can support children with Special Educational Needs and disabilities.

### **Parent/ Carer Partnership**

Parental involvement is encouraged, with attention drawn to activities via newsletters, information on the website and displays in school. Homework may involve research or practising a particular skill. Parents/carers are invited to support their children in school, to contribute any skills and knowledge they may

have in an area being taught. Parents/carers are invited to class celebrations of work as a culmination of learning in each learning challenge enquiry and to whole school performances.

### **Child protection and Safeguarding**

Parklands Infant and Nursery School operates a whole school approach and ethos to safeguarding and protecting children. When the use of technology is appropriate during History, children are reminded of our safety rules when using technology and Smartie the penguin is clearly displayed near technology in the classrooms. Children learn about significant individuals from different genders and a range of ethnicities to highlight that the protected characteristics are not a barrier to achieving something significant.

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### **Section 4: Conclusion**

#### **Monitoring and Review**

The governor with responsibility for History is primarily responsible for monitoring the implementation of this policy. This will be through ongoing discussion with the subject leader and consideration of the evidence gathered in the subject file. The governor will report on this to the curriculum committee. The work of the subject leader is also subject to review by the head teacher as part of our performance management arrangements.

#### **Other Documents and Appendices**

The History policy should be read in conjunction with our policies for curriculum, teaching and learning, and assessment and child protection policy.

#### **Governor Approval and Review Dates**

The policy is to be reviewed annually.