

'History is not a burden on the memory but an illumination of the soul'

Introduction

At Common Road Infant and Nursery School we strive to provide children with high quality history teaching that will help our young children develop a good understanding of the past. It is important for our children to understand their own history as a foundation to build upon, allowing them to learn about people and events in history both locally and globally and events within and beyond living memory, reflecting on how these have shaped the world they live in today.

Aims

Our aim is to ensure that our children are given the best possible introduction to history and become knowledgeable and skilled historians who are curious to know more about the past.

Our History curriculum is guided by the National Curriculum (2014) for KS1 History, and the statutory early years foundation stage and development matters frameworks. This includes:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

Pedagogical approaches

The history curriculum is planned collaboratively by leaders and teachers and reviewed after each teaching sequence. In a series of lessons children will be taught both disciplinary and substantive knowledge in history which has been carefully chosen and planned to be progressive from the EYFS. Vocabulary is carefully chosen and is explicitly taught in history sessions.

Each teaching sequence will have an overarching theme such as 'Living in castle times' this theme will act as a hook for learning but not distract from the core knowledge and skills that children will be taught in History.

History teaching focuses on enabling children to think as historians. We place an emphasis on practical learning, developing communication and language, through role play, examining historical artefacts and primary sources and we give children the opportunity to visit sites of historical significance. We also encourage visitors to come into the school and talk about their experiences of events in the past.

Teachers use pedagogical approaches to learning taking into account the science of cognitive load theory, memory and retention. They build into lessons opportunity to review taught content in a variety of ways to ensure that children retain the knowledge and skills they have been taught. Teachers understand the need to hook this knowledge onto previous learning and again use lesson review to activate prior learning.

We provide good learning opportunities for all children by matching the challenge of the task to the ability of the child in the wider curriculum. This may be done using a range of scaffolds, adult support, questioning to support all children in accessing the History curriculum.

In the classrooms the knowledge organisers are arranged as a display which is a direct copy of the knowledge organiser, this is again to promote long term memory and build a visual picture of the key knowledge and vocabulary they are learning. In each classroom there is a timeline. As knowledge is taught this will be added to the timeline. The timelines are passed through school so the knowledge added to the timeline builds and children can 'see' where events fit in correspondence to one another. This also helps further develop their sense of chronology.

Children's humanities books start in Year 1 and follow the child through school to build a picture of their development in these subject areas.

History teaching and personal and social development

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others. History is also used to further develop children's understanding of British values for example teaching children about democracy and law through the context of their history learning. The history curriculum has been planned so that children experience a range of historical figures including those covered under the equality act.

Pupils with SEND

History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of the children and we take into account the targets set for individual children in their One Page Profiles. The wider curriculum is planned to meet the needs of all children including children with SEND.

Assessment and recording

We assess the children's work in history by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment following the marking and feedback policy. The history subject leader monitors books and displays and keeps samples of children's work in a portfolio, which shows what the expected level of achievement is in history in each year of the school. At the end of Key Stage One we ask teachers and the subject leader to assess whether children are working at age related expectations in History.

Resources

We have sufficient resources for teaching all history areas in the school. General resources are kept in a central store where they are easily accessible. Resources specific to topics taught in particular year groups are kept in corresponding classrooms. Resources include a good range of sources such as history fiction and non-fiction books, ICT, letters, images and artefacts.

Monitoring and review

The history subject leader is responsible for monitoring the standard of children's work and the quality of teaching in history alongside senior leaders, this includes visiting lessons, talking to pupils and looking at work in books. The history subject leader is also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and alongside senior leaders for providing a strategic lead and direction for the subject in the school.

- History Leader: Libby Brown
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