

# Town Lane Infant School

## History Policy 2024 – 25

### Intent

As Historians, children at Town Lane will be inspired to explore and investigate the past, understand chronology and continually build on their historical knowledge through our ambitious history curriculum. Our topics equip pupils with the tools needed to think critically about the past, how it has been portrayed and follow their own lines of enquiry to ask and answer questions. History topics incorporate a personal, local and international perspective to provide children with a wider understanding of the world around them. We want children to enjoy learning about history through a wide range of sources, media and experiences to explore how events in the past have shaped the lives and culture of society today.

At Town Lane Infant School, we align the National Curriculum for History as we recognise that this provides pupils with a coherent understanding of their local and national history and equips them with the skills necessary to become successful Historians and active, global citizens.

It is our intention that pupils become more expert as they progress through the curriculum, accumulating and connecting **substantive** and **disciplinary** historical knowledge.

- **Substantive knowledge**- this is the subject knowledge and explicit vocabulary used to learn about the content
- **Disciplinary knowledge**– this considers how historical knowledge originates and is revised. It is through disciplinary knowledge that children gradually become more expert by *thinking like a historian*.

### Implementation

Historical knowledge is taught explicitly in history lessons so that children know more, remember more and can do more. Adaptations to the curriculum and its provision are carefully thought out for lower and higher attaining pupils in order for them to make excellent progress against starting points.

Substantive and disciplinary knowledge is organised into four interrelated forms **chronological understanding, historical knowledge and understanding, historical enquiry and organisation and communication** to ensure that pupils' knowledge and understanding are built upon through successive years towards clearly identified year group learning outcomes.

Wherever possible learning in history is linked to overall topics to enable children to add new learning to increasingly complex schemata that demonstrate the inter-relatedness of curriculum content.

To ensure our curriculum is taught to develop cumulatively sufficient knowledge by the end of each Key Stage we follow the stages outlined below:

- 1.) **Substantive** knowledge for each subject is mapped from EYFS to Year 2 to ensure our children learn cumulatively sufficient knowledge by the end of each Key Stage.
- 2.) **Disciplinary** knowledge of historical skills and enquiry is mapped from EYFS to Year 2 to enable children to apply their knowledge as skills.
- 3.) Explicit teaching of **vocabulary** is central to children's ability to connect new knowledge with prior learning. Planning identifies Tier 2 words, high frequency words used across content and Tier 3 words, specific to subject domains.

### **Impact**

Our History curriculum ensures that children leave Town Lane:

- Remembering key knowledge of changes within living memory and significant individuals as outlined in History progression map in line with the National Curriculum.
- Able to use a variety of vital vocabulary with which to discuss their historical knowledge and understanding.
- Knowing how actions and events from the past have affected their local and national lived experience.

### **Assessment**

Books are marked or discussed regularly and inform assessments in line with our Teaching and Learning policy, and staff carefully explore the progression in learning from our 2 year old provision to Year 2. Assessment comes as a result of teacher observations, and pupil discussion, alongside evidence from work generated. Teachers will make regular progress and attainment judgements. These judgements are recorded on the Insight software.

### **How does the History curriculum support the whole school curriculum aims?**

- To promote a love of reading, and improve vocabulary acquisition.
- To promote cultural capital by teaching students a broad range of historical knowledge. Learning also extends beyond the classroom with experiential hands on activities and trips to provide exciting and relevant learning opportunities.
- To develop students into global citizens by supporting them to develop outstanding character and to engage with education and the wider world responsibly and with curiosity.
- Within the History curriculum, this is exemplified by ensuring pupils are aware of how the past has shaped the world they live in, both in a national and international context.

## **What British values underpin the curriculum content?**

British values are embedded in the History curriculum by:

- Exploring issues in the past allow children to consider what it was like for individuals during different historical contexts, to consider themselves in the position of others and the concept of fairness.
- Exploring issues in their historical context and relating them to modern day enables children to understand how, over time, changes have happened and evaluate their impact.
- By looking at the achievements of famous British people, children develop an awareness of how they have influenced and shaped the country we live in.
- Teaching children to respect and value diversity through showing respect for different viewpoints and ideas as well as the ability to work effectively together both individually and in groups.

## **History in the Early Years**

At Town Lane we relate History in the Early Years to the objectives set out in the Development Matters guidance which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as looking at photographs and talking about the children's own experiences, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

## **Recording of work**

Evidence of history study can be formally recorded in Topic books or Remarkable Moments books or it can be in the form of photographs or videos. Evidence is collected by the curriculum lead to ensure continuity across year groups and progression.

## **Parental and community involvement**

Parents and carers are invited into school for a curriculum workshops, which provides key information regarding teaching and learning in all foundation subjects. Parents and carers are also encouraged to help on school field trips as they play a vital role in supervising and supporting children whilst on visits. As a school we have strong links with the local community, such as the local church, which provides an opportunity to enhance children's experiences of the world around them.

## **Health and Safety**

Staff will consider pupils' welfare at all times, especially when required to leave the school site for educational purposes. Adequate adult supervision must be employed for such trips. (See also the Educational Visits Policy)

### **Homework**

Research work linked to current studies will be given out when appropriate. This will be set in the form of a Learning log task in KS1. Homework in these books is commented upon at the back of the Learning log book. Homework set comes back to school two weeks later.

### **Role of the lead**

The curriculum lead will keep up to date with current issues, and will support staff through CPD development. The lead will monitor the subject in accordance with the school's policy and will support new staff members and student teachers as required with planning. The lead will report the effectiveness of the subject to members of SLT and its local governing body.

Training for, and supporting our History curriculum ensures:

- Teachers with secure subject knowledge, an appreciation of the structure of history as a subject and an appreciation of the relationship between the two.
- Teachers able to assess pupils' learning against our Progression Map objectives.

### **Policy written by C Wright Autumn 2023**

#### **Links to UNCRC (United Nations convention on the rights of a child)**

Article 12- every child has the right to have a say in all matters affecting them, and their views taken seriously.

Article 28 - Every child has a right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries to achieve this.

Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for their parents, their own and other cultures, and the environment.

Article 30- Every child has the right to learn and use the language, customs and religions of their family, regardless of whether they are shared by the majority of the people in the country where they live.

Article 31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

