

Hallcroft Infant & Nursery School



History Policy November 2025

Introduction

Learning about the past and the methods used to study it helps pupils make sense of the world in which they live. History is important because it helps pupils develop a sense of identity through learning about family history, local history and national history.

A knowledge of Britain's past and our place in the world should inspire pupils' curiosity to know more about the past. History helps pupils to understand the complexity of people's lives, the process of change and challenges of our own time.

Aims

We aim to give our pupils the opportunity to:

- Develop a curiosity and awareness of the past which informs their understanding of the present
- Understand some of the ways that they can find out about the past
- To begin to learn about chronology
- To use historical vocabulary

Intent

To fulfil our aims we will:

- Begin to have a sense of chronology by studying significant events and people important to the children prior to significant events and people from the past; and being aware of their place in time.
- Develop the children's understanding of the lives of significant individuals who have contributed to our nation's achievements.
- Use a wide variety of stories and artefacts from different times to extend historical knowledge.
- Teach simple subject-specific vocabulary relating to the passing of time.

Implementation

Foundation Stage

History is taught in Nursery and Reception in an approach based on the Development Matters Curriculum in a cross curricular approach. Relevant areas include;

Communication & Language, Personal, Social & Emotional Development, Literacy and Understanding the World.

Characteristics of Effective Learning: Playing and Exploring, Active Learning, Creating and Thinking Critically support children's learning across all areas.

Key Stage 1

History is taught according to the requirements of the National Curriculum programmes of study.

Subject content KS1

- 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
- 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

- Significant historical events, people and places in their own locality

The curriculum is delivered through cross curricular topics with subject specific lessons. We use key texts and experiences (eg. Partake Theatre Group) to enhance learning. Concepts like an understanding of a time line are revisited at various points through the year to enable pupils to make connections and embed learning. Specific History vocabulary will be taught to support pupils to talk about the subject.

Specific details of what is taught and when are outlined in the Subject Progression Plans, with detailed expectations of content written in the Lesson Sequences and Knowledge Organisers for each half term.

Resources

Resources to support learning in History are being developed and stored in subject boxes and electronically on the school server. A selection of books to support the current aspects of History teaching are stored in the History cupboards for all to access. Visits and visitors to school are used to enhance History learning where appropriate.

Equal Opportunities

All children regardless of gender, age, creed, ethnicity, (or any other protected characteristic) aptitude or ability have equal access to the range of activities and experiences offered in History.

Special Needs

All children will have access to all areas of the History Curriculum. Children with SEND will be given differentiated tasks, according to their individual needs and abilities.

How to help at home

- Every half term the school website is updated with current Knowledge Organisers relating to the learning for that half term; enabling parents to support learning at home.
- Sequence and order days of the week, months of the year, seasons and holidays.
- Use historical vocabulary, eg. Yesterday, last week, before, long ago, last, past, artefact.
- Find out about your local area, compare old and new objects by visiting a local museum.
- Find out about the past by asking questions to older members of your family.

Assessment and Recording

- Each term every child in EYFS is assessed against their progress towards the Early Learning Goal the Early based on their knowledge of Understanding the World: Past and Present.
- By the end of KS1 children are expected to know, apply and understand the skills and knowledge outlined in the relevant program of study for History; as detailed in our Lesson Sequences. Assessments are completed termly to identify children who have met the expected outcomes for each unit of learning and those who have not.

Responsibilities and Review

- All teaching staff have responsibility for implementing all aspects of this policy.
- The History subject leader has the role of monitoring History through lesson drop ins, book scrutiny, planning scrutiny, discussions with pupils and teachers and environment walks.
- The History subject leader will review this policy and the curriculum as required.