



HISTORY POLICY

Intent

At Boyne Hill CE Infant & Nursery School we intend to inspire curiosity about and fascination with the past through our History curriculum. We want to equip our pupils with historical knowledge and skills to think critically, ask questions and weigh evidence about people or events of the past. Developing pupils' knowledge and use of historical vocabulary will support them to think about and discuss some changes within their living memory and increase their knowledge about significant events, appreciating how life changes over time.

The Kapow Primary Scheme of Work to which we subscribe, aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History.

Implementation

We follow a broad and balanced History curriculum that builds on prior learning and provides both support and challenge for learners. It ensures progression of skills, covers all aspects of the statutory requirements of the national curriculum for History and the Understanding the World – Past & Present strand within the Early Years Foundation Stage Statutory Framework.

In Key Stage 1, all classes will have scheduled History lessons in line with each Unit of the Kapow Primary Scheme of Work with progression building upon learning in the previous year.

We want to ensure that History is embedded in our whole school curriculum and that opportunities for enhancing learning by using skills such as chronology and historical enquiry are always taken.

Kapow Primary's History scheme emphasises the importance of historical knowledge being shaped by disciplinary approaches:

Substantive knowledge strands

- Topic knowledge
- Chronological awareness

Disciplinary strands

- Historical enquiry

These strands are interwoven through all Units to create engaging and enriching learning experiences.

Each six-lesson unit has a focus on chronology to allow pupils to explore the place in time of the period they are studying and make comparisons in other parts of the world.

In the Early Years Foundation Stage, pupils explore the concept of history by reflecting on key experiences from their own past, helping them understand that they each have their own histories. Then, they engage in activities to compare and contrast characters from stories, including historical figures, deepening their understanding of how individual lives fit into broader historical narratives. Pupils will further develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support them in building a 'mental timeline' they can refer to throughout their learning when they move into Key stage 2.

There are two Early Years Foundation Stage Units focused on each of the history-related Development Matters statements. These Units consist of a mixture of adult-led and child-initiated activities which can be selected by the teacher to fit in with Reception class themes. In Key stage 1, Units are organised around an enquiry-based question and pupils are encouraged to follow the enquiry cycle: Question – Investigate – Interpret – Evaluate

& conclude – Communicate, when answering historical questions. Over the course of the scheme, pupils develop their understanding of the following key disciplinary concepts:

- Change and continuity
- Cause and consequence
- Similarities and differences
- Historical significance
- Historical interpretations
- Sources of evidence

The Kapow scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon and Knowledge Organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary.

Impact

The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives and each Unit has a skill catcher and knowledge assessment quiz which can be used at the end of the Unit to provide a summative assessment. After implementing Kapow Primary History, pupils should leave school equipped with a range of skills and knowledge to enable them to study a broad and balanced History curriculum with confidence at Key stage 2.

Monitoring and review

The subject leader for History is responsible for supporting colleagues in the teaching of History, for being informed of current developments and for providing a strategic lead and direction for History in school. The leader is also responsible for monitoring History planning, assessment and preparing and implementing the History policy.

Resources

We have a range of artefacts, books, short films and access the internet as a whole class. People with an interest or expertise in a particular topic or area of history could be invited into school to work with pupils. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Inclusion

The teaching of History at Boyne Hill is fully inclusive - activities within and outside the classroom are planned in a way which encourages full and active participation by all pupils and lessons offer both support and challenge.

This policy will be reviewed biennially

Last reviewed: October 2023