

# Trafalgar Community Infant School



## Policy Document

### **HISTORY**

Reviewed Spring 2023  
To be reviewed Spring 2025

*Trafalgar is a Rights Respecting School. We refer to the UN Convention on the Rights of the Child (UNCRC) throughout this policy.*

## **Introduction**

A study of history enables children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires children's curiosity to know more about the past and to be able to ask questions, think critically, weigh evidence, sift arguments and develop judgement. It enables children to begin to understand the process of change and the complexities of the lives of people in the past.

Links exist between the teaching of History and other curriculum areas such as English, Geography and SMCS (see separate policies)

## **Aims**

For pupils to develop:

1. Chronological understanding of the history of Britain.
2. Knowledge and understanding of events, people and changes in the past in the wider world.
3. Understand historical concepts such as continuity and change, cause and consequence.
4. Skills to interpret historical evidence.
5. Skills of enquiry to find out about the past.
6. Historical perspective by placing their historical knowledge into different contexts.

## **Objectives**

To encourage children to:

- Have a lasting interest in, and enjoyment of learning about the past.
- Develop a sense of time (chronology), and to use time related vocabulary.
- Understand that some things change and some things stay the same.
- Understand some key differences between then and now.
- Investigate how and why events happen and how they may be linked.
- Consider what it was like to live in the past, recognise why people did things, why events happened and what happened as a result.
- Be aware that there is more than one way of viewing the past, and that accounts of the past may differ.
- Understand the importance of information they will acquire from a range of historical sources and also form judgements about the reliability and value of this evidence.
- Use different ways to present their ideas.

## **Article 17**

### **History in the Curriculum**

## **Article 29**

### **• Early Years Foundation Stage**

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Within the Early Years Foundation Stage, an early understanding of History is

taught through 'Understanding the World'. In this area of learning, children develop crucial skills and understanding that help them to make sense of the world around them. As children do this, they find out about the past through talking to parents, grandparents and friends. They develop an interest in their own story as well as the stories around them. By doing this they find out about past and present events in their own lives, and in those of their families and other people they know. Children are encouraged to sequence events and ask questions about events in each other's lives. Children experience from first and second hand sources, for example examining old and new toys when Horsham Museum come to visit, looking at photographs, books and interactive ICT resources, and speaking to visitors. See Appendix 1.

- **Key Stage 1**

History in Key Stage 1 is taught following the National Curriculum (2014). In Key Stage 1, pupils develop an awareness of the past using common words and phrases relating to the passing of time. They know where the people and events they learn about fit into a chronological framework and identify similarities and differences between ways of life in different periods. They ask and answer questions using a wide vocabulary using different sources to show an understanding of key events. They understand some of the ways we find out about the past. They are taught about significant events and people in the past and explore what impact they had on the world today.

Links are made between the teaching of History and other curriculum areas such as English, Geography and SMCS where appropriate (see separate policies).

Pupils are taught about:

- Changes within living memory.
- Events beyond living memory that are significant globally or nationally.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

### **Planning**

Planning of History is carried out at all levels-long term on the curriculum map, and medium to short term. Progression is ensured through the key skills guidance from Reception to Year Two (see Appendix 2).

### **Differentiation**

Differentiation is achieved through specific planning and outcomes which are matched to specific needs. We encourage all pupils to reach their full potential through our provision. Differentiation can take a number forms, through:

- level of teacher input
- different forms and levels of questioning
- level of support provided – by teacher, other adult, peer, etc
- task e.g. closed or more open-ended
- level of expectation or outcome
- time allocation
- recording in different ways
- use of Computing

### **Equal Opportunities**

Equal access to the curriculum is provided for all regardless of gender, race, background and ability. Teachers ensure that all children's needs are taken into account and that equal provision of opportunity is available to all. We ensure that significant individuals taught are from a variety of cultures and ethnicities to ensure that all children see themselves represented within history learning.

### **Assessment, recording and reporting**

Assessment is used as an integral part of teaching to monitor children's progress, identify what is learnt and to inform future planning. Children are given oral and/or written feedback on their work and observations are carried out on individuals and groups. This will enable teachers to report on attainment and progress to parents through Parent Consultations and in the end of year report.

### **Resources**

Each year group has their own resources to support the teaching of history. This is supplemented by year group visits/visitors, the school library and use of the internet. Shared resources are available in the resources room.

### **The Role of the history co-ordinator:**

- to provide support and encouragement for staff in the teaching and learning of History
- to monitor and evaluate the provision of History in the school and make suggestions for improvement
- to develop and assess long term planning showing a clear progression in knowledge, skills and vocabulary across the school
- to manage and develop resources
- to keep up to date with developments in the subject e.g. through attending relevant INSET courses, etc and sharing this information with staff
- to report to the Headteacher and Governors on History
- to share and develop work on History with a cross phase team

Policy Updated Spring 2022

# Appendices

## **APPENDIX 1**

### **HISTORY IN THE EYFS**

#### **Understanding the world:**

People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

## APPENDIX 2

### Coverage and Progression in History across Foundation Stage and Key Stage 1

Year Group	Vocabulary	Use of Resources	Suggested Activities	Key Skills
All				<ul style="list-style-type: none"> <li>• Use words relating to time</li> <li>• Places objects / events in chronological order</li> <li>• Recall stories and sequence the events.</li> </ul>
Year R	Compare, past, present, old, new, now, then, change, different, time line, oldest, newest, how, who, what, where, when, why.	<ul style="list-style-type: none"> <li>• Artefacts</li> <li>• Non fiction texts</li> <li>• Fiction text</li> <li>• Museum visit</li> <li>• Pictures / photographs</li> <li>• Personal accounts</li> <li>• Personal photographs.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions about the topic</li> <li>• Talk about events and people and discuss why they are important e.g. battle of Trafalgar and Nelson</li> <li>• Write about what they have seen or heard</li> <li>• Sequence artefacts</li> <li>• Share books</li> <li>• Talk about their families e.g. This is Me books</li> <li>• Order the members of their family according to age.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Compare artefacts</li> <li>• Examine photographs and objects</li> <li>• Order objects according to their age</li> <li>• Talk about why things happened</li> <li>• Begin to understand that time passes</li> <li>• To know that people change over time</li> <li>• Place people / objects on a simple timeline</li> <li>• Communicate ideas through pictures</li> <li>• To know about change in their own life, their family lives and the lives of people around them.</li> </ul>
Year 1	Words associated with the passing of time e.g.	<ul style="list-style-type: none"> <li>• Books linked with History topic</li> <li>• Photographs</li> </ul>	<ul style="list-style-type: none"> <li>• Sort a group of objects into 'old' and 'new' set</li> <li>• Look at a collection of artefacts or</li> </ul>	<ul style="list-style-type: none"> <li>• Sort artefacts/photographs into groups comparing old and new</li> <li>• Identify similarities and differences</li> </ul>

	<p>modern, new, old, before, after, a long time ago, past, present, next, when parents were young, when Grandparents were young, time line.</p>	<ul style="list-style-type: none"> <li>• Time Lines</li> <li>• Artefact boxes</li> <li>• Museum resources</li> <li>• History programmes</li> <li>• Visitors e.g. Grandparents</li> <li>• Computing</li> </ul>	<p>pictures – use ‘time’ vocabulary like modern/old to describe</p> <ul style="list-style-type: none"> <li>• Compare a modern and old object. Ask children to talk about what is the same and what is different. Discuss design, use of materials etc</li> <li>• Set of adjective cards e.g. broken, shiny, dirty, rusty, clean etc</li> <li>• Match adjective cards to artefacts and explain how we know an object is old or new</li> <li>• Draw a picture of artefact and label key features. Discuss similarities and differences</li> <li>• Put objects / pictures / events in chronological order from oldest to newest</li> <li>• e.g. Put a set of household objects in order from the oldest to the newest. Explain decisions using time related vocabulary</li> <li>• e.g. Place pictures of houses from different time periods on a Time Line.</li> <li>• e.g. Trafalgar Day, Life of Nelson, Horsham – old and new</li> <li>• Invite a visitor to come and talk to the class</li> <li>• Devise a list of questions (with teacher support) to ask speaker</li> </ul>	<p>between old and new</p> <ul style="list-style-type: none"> <li>• To begin to describe the differences between two artefacts from different times</li> <li>• Describe the characteristics of old and new objects by matching adjectives to artefacts and groups of objects</li> <li>• Use common words and phrases that relate to the passing of time</li> <li>• Identify differences between ways of life at different times</li> <li>• To be able to place events / objects in chronological order</li> <li>• Sequence artefacts into chronological order and explain reasons behind their decisions using time related vocabulary</li> <li>• Begin to sequence objects / events on a Time Line</li> <li>• To recall a story and sequence ‘key’ events</li> <li>• To begin to discuss the significance of famous events in the past</li> <li>• To begin to find out about the past by asking and answering questions</li> <li>• Discuss how to find out information from the past and suggest ‘some’ sources of information.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Class discussion – make a list of information sources e.g. books, museum visits, Grandparents etc.</li> </ul>	
Year 2	<p>Time passing e.g. A very long time ago, began, when, first, next, then after, at last finally.</p> <p>General – event, famous, person, pioneer, invention, invented, period in time.</p> <p>Sources of information – Eyewitness, diary, firsthand account, books, painting, internet, story retelling.</p>	<p>General – maps, timelines, objects pertinent to topic – paintings, books, photographs, portraits, clothing, and artefacts.</p> <p>Visits, for example to Arundel Castle. Guest speakers.</p> <p>Computing – internet.</p>	<ul style="list-style-type: none"> <li>• E.g. the sequence of the Gunpowder plot</li> <li>• E.g. the Pioneers of flight</li> <li>• Inventors and inventions.</li> <li>• Time lines, accounts, sequences, pictures, presentations</li> <li>• E.g. Samuel Pepys Diary – Great Fire of London use paintings, diary entries etc</li> <li>• E.g. King Charles and Christopher Wren in the aftermath of the Great Fire of London designing London</li> <li>• Write a diary entry, make a presentation, sequence pictures etc.</li> <li>• Look at different accounts on one famous event in history e.g. The Great Fire of London. (links to Geography)</li> </ul>	<ul style="list-style-type: none"> <li>• Recall stories and sequence events</li> <li>• Sequence events, objects in chronological order</li> <li>• Use and apply words related to time</li> <li>• Locate specific events on a time line</li> <li>• Construct own time lines for given periods</li> <li>• Know about past events from History of Britain and the wider world (links to British Values and SMCS)</li> <li>• Find out about the past using sources of information such as photographs, eye witness reports</li> <li>• Make inferences about the past using information. Discuss the significance of famous events and their impact on peoples lives</li> <li>• Communicate findings in difference ways</li> <li>• Understand that some sources of information might be unreliable such as a diary account.</li> </ul>