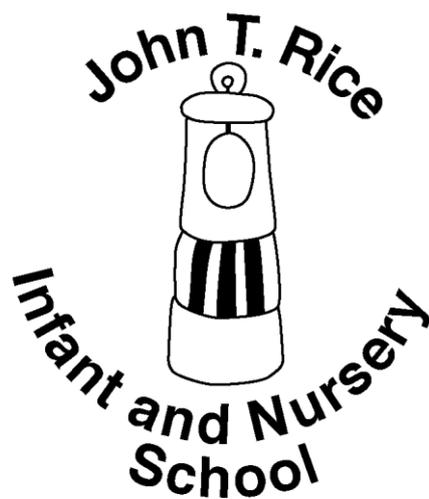


# John T. Rice Infant and Nursery School

## History Policy



# **History Policy**

## **Introduction**

This policy is a statement of the aims, principles and the teaching and learning of History at John T. Rice Infant School. We aim to develop historical knowledge, the skills needed to find out about the past and an understanding and empathy about people in the past. We also aim to provide hands-on experience wherever possible and to use drama/role-play to aid understanding.

At John T. Rice Infant School, we have high expectations of children's work and celebrate children's achievements, fostering self-esteem and confidence.

## **INTENT**

### **Aims**

The national curriculum for History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## **Objectives**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- 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.

## **IMPLEMENTATION**

### **Teaching & Learning**

#### **Our Curriculum**

Our curriculum has been designed to be engaging, broad and rich. It is a curriculum that evolves, based on the needs of our children and changes in the world around us. It takes into account the local context of the school, experiences and backgrounds of our children and provides them with the relevant and memorable learning experiences to enable them to become well rounded, successful citizens. Our school vision, values and ethos are interwoven within this vibrant curriculum.

#### **Planning**

Our long-term planning is based on a two-year planning cycle (Cycle A and Cycle B) with a different theme each term and a planned in visit or visitor.

The Key Stage One team meet half termly to complete the medium-term planning. To ensure that the themes provide adequate coverage and progression through Years 1 & 2, the subject leader has written a progression document containing details of the vocabulary and breadth of study to be taught. This then provides the basis for the medium-term planning. This document also gives details of each lesson objective, vocabulary and necessary knowledge. One teacher will plan this to ensure consistency through the classes.

When planning the individual lessons, we use subject specific slides which include: -

- A prior learning “low stakes quiz” based on the previous theme.
- A “History” slide to explain what History is.
- A “Being a Historian” slide to explain the disciplines needed.
- A learning objective slide that is “child friendly”
- A prior knowledge slide containing high level questions to check understanding.
- A “Necessary Knowledge” slide containing the knowledge the children need to know.
- A vocab slide including dual coding

History lessons contain fun, hands-on learning that is built upon over a sequence of lessons. We believe that child learn best by “doing” and this is when they remember more.

## **IMPACT**

### **Monitoring & Assessment**

Children are informally assessed during lessons, through questioning and performance which will be used formatively to inform future planning. Summative assessments are used at the end of each term using Arbor, to show progression throughout Key Stage One.

Work is evidenced in floor books and through class learning walls. The History subject leader (with either the SLT or teaching staff) will monitor the quality and consistency of this work. Planning will be looked at to monitor coverage and progression of History across the key stage.

### **Oracy**

Oracy activities are encouraged within History whenever possible. These should be linked to the learning objectives for Spoken Language taken from the National Curriculum for English.

### **Equal Opportunities**

At John T. Rice Infant School, we are aware of the need for equality of access for all children. Our staff believe strongly in creating equal opportunities for all children and work to this aim. We introduce and build upon the children’s awareness of equal opportunities including the development of respect and understanding of multi-cultural, gender and S.E.N. issues.

John. T. Rice Infants is committed to ensuring equality of opportunity in line with the Equality Act 2010. We aim to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of our pupils, our workforce and the community in which we work.

We will assist our pupils in achieving their very best potential. Where pupils experience barriers to their success, we will work with them to address these in a sensitive and sympathetic way. We will teach our pupils the importance of equality and what forms discrimination can take and the impact discrimination can have.

We will not discriminate on any of the grounds listed below (known as the Protected Characteristics) save where such discrimination is permitted by law. The Protected Characteristics that apply to schools are:

- Age (in relation to staff only);
- Disability.
- Gender re-assignment.
- Marriage and civil partnership (in relation to staff only);
- Pregnancy and Maternity.
- Race.
- Religion Faith or Belief.
- Sex; and
- Sexual orientation.

## **E-Safety**

Whilst using a wide range of technologies to teach History, we need to ensure children are safeguarded. E-Safety encompasses Internet technologies and electronic communications such as mobile phones as well as collaboration tools and personal publishing. It highlights the need to educate pupils about the benefits and risks of using technology and provides safeguards and awareness for users to enable them to control their online experience.

E-Safety depends on effective practice at a number of levels:

- Responsible ICT use by all staff and pupils; encouraged by education.
- Sound implementation of e-safety policy in both administration and curriculum, including secure school network design and use.

This policy was agreed by staff and the Governing Body. This policy was reviewed in February 2026 and will be reviewed again in February 2029