



Streetsbrook Infant & Early Years Academy



Policy for History

Streetsbrook Infant & Early Years Academy

'Learning for Life'

At Streetsbrook, we strive to provide an equal chance for all to become responsible and caring citizens who lead happy and fulfilled lives, and are equipped with the skills and abilities to shape the world they live in.

Our Values are:

- **Self-Belief**
- **Belonging**
- **Respect**

These are embedded into our Nurturing Principles



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INTENT

Subject Statement

At Streetsbrook, we believe that every child matters and every child matters equally. We aim for all our children, including those with SEND, to have fun, to develop positive relationships, achieve good outcomes and be prepared for their next steps in learning. We achieve this by ensuring our provision is well planned and delivered by highly skilled staff in partnership with parents and external professionals who are all committed to putting the children's needs at the heart of everything they do.

Our broad and balanced curriculum celebrates the diverse nature of our society and encourages adherence with the fundamental British values. We do not tolerate discrimination of any kind. Through quality first teaching practices we support, guide and inspire our children educationally and promote their spiritual, moral, social, cultural, mental and physical development.

Aims

At Streetsbrook, we believe that a high-quality history education should inspire children's curiosity about the past and help them understand how people, places and societies have changed over time. We aim to develop children's chronological understanding, knowledge of significant people and events, and ability to ask and answer questions about the past. Through the study of local, national and global history, children are encouraged to recognise connections, contrasts and trends over time and to understand how the past has shaped the world in which they live.

We believe that all teachers have a responsibility to develop children's historical knowledge, understanding and key skills.

Our curriculum leader for History is Mrs Charlotte Taylor.

Cultural Capital

Through our curriculum we maximise opportunities for children to learn about society and the world around them and offer enrichment opportunities that are accessible to all. In History, our intent is to develop children's understanding of the past through meaningful experiences, stories, artefacts, photographs, buildings, places and other historical sources. Children are encouraged to make links between their own lives and those of people in the past, while developing an appreciation of the diversity of human experience.

We aim to inspire children's curiosity and equip them for life outside the classroom. Opportunities to encounter local history, significant individuals, historical events and artefacts and first-hand evidence help children to see history as something that can be investigated and understood rather than simply remembered.

Embedding Ambition

We believe that all children are able to develop their historical knowledge and skills regardless of their background, needs and abilities, and we are determined to make this happen. We monitor and evaluate our provision regularly and make sure all children are making sufficient progress, including those who need the most support.

IMPLEMENTATION

Learning Environment and Resources

The staff at Streetsbrook provide safe, secure and stimulating environments that allow learning to flourish. We ensure we have access to high-quality resources that fully support teaching and learning for all children. Children are able to use resources such as books, photographs, artefacts, timelines, maps, digital resources and age-appropriate historical sources.

Children are given opportunities to explore history through their immediate environment and local area, as well as through wider British and world history. Where appropriate, visits, visitors and first-hand experiences are used to extend children's knowledge and understanding of the past.

Curriculum

We base our curriculum on the DfE's statutory Early Years Foundation Stage Framework and the National Curriculum for History.

How is the curriculum taught?

EYFS

In EYFS our curriculum is built around the seven areas of learning and development outlined in the 'Early years foundation stage statutory framework'.

1. Communication and language: listening, attention and understanding; and speaking
2. Personal, social and emotional development: self-regulation, managing self, and building relationships
3. Physical development: gross motor skills and fine motor skills
4. Literacy: comprehension, word reading, and writing
5. Mathematics: number and numerical patterns
6. Understanding the world: past and present; people, culture and communities; and the natural world
7. Expressive arts and design: creating with materials; and being imaginative and expressive

Our curriculum provides activities and experiences which enable children to establish links between the different areas of learning and to develop their communication, vocabulary and early writing skills. Children are supported to meet the expected level of development before Year 1, including through opportunities to:

- Talk about the lives of people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on experiences, stories, non-fiction texts and, when appropriate, visits and artefacts
- Understand the past through settings, characters and events encountered in books read in class.

KS1

All children in KS1 are taught history in line with the requirements of the English National Curriculum for History.

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.

Pupils should be taught to:

Changes within living memory

- study changes within living memory, including aspects of national life where appropriate
- use photographs, objects, stories and personal/family experiences to identify how life has changed over time

Events beyond living memory

- study events beyond living memory that are significant nationally or globally
- develop an understanding of what happened, when it happened and why it is remembered

Significant individuals

- study the lives of significant individuals in the past who have contributed to national and international achievements, recognising the impact they had on society

Local history

- study an aspect of local history, using the local environment, buildings, photographs, memories and other sources where appropriate

Historical skills and enquiry

- develop an awareness of the past, using common words and phrases relating to the passing of time
- know where the people and events they study fit within a chronological framework
- identify similarities and differences between ways of life in different periods
- ask and answer questions about the past

- understand some of the ways in which we find out about the past
- identify different ways in which the past is represented

Vocabulary Development

We aim to help children develop a wide historical vocabulary through a variety of means, including the following:

- identifying a progression of key vocabulary
- clarifying and modelling new vocabulary
- practising using correct historical vocabulary orally
- using high-quality resources, artefacts and visual sources to support learning
- providing targeted small-group work and one-to-one support, where required

Planning

The DfE's statutory EYFS framework and statutory National Curriculum Programmes of Study are the starting point for lesson planning. Our Curriculum Overview for History outlines key knowledge and skills to be covered each half term and staff use detailed half-termly plans to prepare and deliver high-quality history lessons that meet the needs of each cohort and those of individuals.

Parental Engagement

At Streetsbrook we believe working in partnership with parents is invaluable. We have a dedicated area for History on our school website which can be accessed by all parents. This gives parents the opportunity to view the learning that will be taking place during each school year. Each half term an overview of learning across all subjects, including history, is provided to parents.

Inclusion

All children are entitled to access the history curriculum at a level appropriate to their needs. We utilise the principles of Adaptive Teaching, as outlined in our Curriculum Policy, to ensure teaching and learning meets the needs of all children. Where required, children with SEND are supported to access the History curriculum. We ensure progress by setting suitable learning challenges and responding to each child's different needs. In line with individual learning plans, interventions or additional teaching opportunities may be required to ensure they are able to access the curriculum in a way that is appropriate to them.

Health and Safety

Health and safety is maintained to a high standard at Streetsbrook to ensure children and staff are protected from harm whenever possible. This includes both their physical and mental health, ensuring we comply with the Health and Safety at Work Act 1974. As necessary, risk assessments will be conducted to ensure that all potential risks and harms have been identified and that staff understand how to respond should an unexpected risk occur.

Remote Learning

In the case of remote learning being necessary we will provide learning opportunities through a combination of live on line lessons and by facilitating access to lesson content and resources to support independent home learning.

IMPACT

Assessment, Marking and Feedback

At Streetsbrook there are three, broad overarching forms of assessment, each with a different purpose. These are:

- Day-to-day formative assessment – to inform teaching on an ongoing basis, sometimes referred to as Assessment for Learning (AfL)
- In-school summative assessment – to understand each child's performance at the end of a period of teaching

- Statutory summative assessment – to understand each child’s performance in relation to national expectations

Marking and Feedback

Whenever possible staff provide children with ‘live feedback’ to allow for interaction and dialogue. Age appropriate written feedback may also be provided.

Please see our Assessment and Marking policy for full details.

Pupil Voice

The views of children on our History provision are gathered at least annually through small group discussion sessions involving the Subject Leader and KS1 representatives on our Curriculum Focus groups.

Governors

We work in partnership with Governors to ensure our curriculum is inclusive and accessible and fulfils the requirements of the EYFS statutory framework and the history National Curriculum. Governors monitor statutory assessment arrangements and receive regular updates on progress and attainment in history.

Monitoring and review

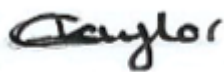
Our history curriculum is monitored and reviewed regularly to ensure its on-going effectiveness. This is done in several ways including:

- Monitoring and moderation
- Learning walks
- Lesson observations
- Work scrutinies
- Displays scrutinies
- Pupil progress reviews
- Pupil voice
- Staff voice
- Attainment tracking and data analysis
- Through staff CPD opportunities
- Planning scrutinies
- Curriculum progression scrutinies

Policy Review

All members of staff are required to familiarise themselves with this policy as part of their induction programme. The Subject Leader will review this policy every three years and will make any changes necessary, in consultation with all stakeholders.

The next scheduled review date is Summer term 2028.



Charlotte Taylor
Subject Leader for History