

ST. HELEN'S CATHOLIC INFANT AND NURSERY SCHOOL



History Policy

Written by	Date	Ratified by	Date
A. Rideout	2026	Governors	June 2026

To be reviewed	Annually	Every 3 Years
Reviewed on	Reviewed by	Next review date
June 2026	A. Rideout	2029

*With Jesus alive in our hearts, we celebrate each other and learn together
as a family.*

“The more you know about the past, the better prepared you are for the future.”

Theodore Roosevelt

Intent

At St Helen's Catholic Infant School, our intent for History is to provide a broad and balanced curriculum which develops children's knowledge and understanding of historical events, people and places within Britain and the world and to equip our children with the lifelong skills of enquiry, knowledge, evaluation and discussion.

- To ensure full coverage of the curriculum, History is taught throughout the year. Cross curricular links are made wherever possible to ensure provision is broad and balanced, especially with English, Drama and Art.
- We celebrate diversity by learning about a range of historical events, people and places throughout the year in History lessons but also as part of our school Cultural Calendar.
- To enrich the curriculum, the Cultural Calendar supports our intent in History; children are taught about historical events, people and places within Britain and the world such as in Black History Month, Remembrance Day and International Women's Day.

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Legislation and guidance

EYFS

Children in EYFS are taught through seven areas of learning and development that shape the educational programmes. These areas of learning and development are all inter-connected. Three areas, the prime areas, are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These are;

- communication and language
- physical development
- personal, social and emotional development

Teachers must also support children in four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

History mainly falls under the heading of Understanding the world, although it is interconnected into the other areas also.

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Children should learn about;

Past and Present

Children will be able to talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

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Key Stage 1

Children in Key Stage 1 follow the National Curriculum which provides a high-quality history education helping pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should also equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

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.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

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.

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Organisation and planning

Resources

Existing history resources are stored in the EYFS cupboard and are organised into topic themes. The boxes include relevant books and artefacts.

Teachers will have a topic area / board within their classroom so that children can access current learning, artefacts and relevant books. Key vocabulary is also displayed.

Each class has a timeline which is added to throughout the year as topics are taught and events are recognised.

Planning

The history leader regularly reviews the scheme of work to ensure an engaging and exciting approach to planning/teaching, using Blooms Taxonomy to encourage effective learning.

A scheme of work is followed for lesson planning, along with the progression of skills from EYFS to end of Year 2. Class teachers use long term planning to inform more focused units of work and in turn individual lessons for the topic. These are based on the requirements of EYFS Curriculum and the National Curriculum for Key Stage 1.

Planning should include:

- Clear and specific learning objectives
- Success Criteria
- Key vocabulary
- Open ended questioning
- Exciting and engaging activities aiming to reach higher level learning
- Various ways of evidencing learning (not always book based)

At the beginning of each topic children answer a Big Question as a way of assessing what they already know. This is then repeated at the end of a topic to help support assessment of what the children have learnt.

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Curriculum

EYFS

History is taught as part of Understanding of the world. It is also integrated within the curriculum and through cultural days.

Key Stage One

As well as specific history teaching the school also uses a cross-curricular approach. Evidence of this is found in the long/ medium term plans with the current History objectives clearly stated. Long term plans show the topics to be covered and when during the year this will happen.

Programmes of study

The following programmes of study are set out for Key Stage One:

- **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** (or 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.**

Monitoring

Assessment should be continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's historical enquiry skills.

Assessment is supported by use of the following strategies:

- Each lesson should have specific and measurable Learning Objectives, along with success criteria.
- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using scaffolded, open-ended questions that require children to explain their understanding.

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- Providing effective feedback, including interactive marking through green/orange pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners.
- Use of the Big Question at the beginning and end of a topic.

All of the above will lead into end of unit class teacher assessment which is then collated and analysed by the Geography Lead.

Inclusion

All children at St. Helens irrespective of social class, ability, race or gender, are given full access to the History Scheme of Work. For pupils with SEND, tasks are scaffolded accordingly so that all pupils are included and achieve to their full potential. More able and talented pupils will be identified and their work extended accordingly.

Teachers take account of the three principles of inclusion, set out in the National Curriculum, which relate to:

- setting suitable learning challenges
- responding to the diverse learning needs of pupils
- over coming potential barriers to learning and assessment for individuals and groups of pupils. The above principles are considered in medium and short term planning.

Roles and responsibilities

Role of the Subject Leader

Responsibilities are:

- To review current curriculum and planning
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study
- To monitor work and assessment
- To lead further improvement in and development of the subject as informed by effective subject overview
- To develop a full range of relevant and effective resources to enhance and support learning
- To ensure that approaches are informed by and in line with current identified good

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practice and pedagogy

- To encourage class teachers to find different ways to evidence learning such as creative use of music, drama, computing, art and so on.
- To plan and implement a yearly whole school history day
- To keep class teachers up to date on upcoming historical events so they can be used to inform planning
- To enrich and extend the curriculum through commemorations on significant days.

Role of Class Teacher

Responsibilities are;

- Plan and deliver an engaging and exciting curriculum for all that allows for Higher level thinking (Blooms Taxonomy)
- Ensure children are taught historical enquiry skills as well as facts.
- Assess children against expected outcome for each year group or Development Matters (EYFS).
- Develop different ways to evidence learning.
- Ensure an area within class so children can access artefacts, books etc. relevant to the topic being studied.

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Links with other policies

Geography policy

EYFS policy

Inclusion policy

Marking Policy

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