



Farnborough Road Infant School

History Policy

'Learning, Caring and Achieving Together'

Our Vision

At Farnborough Road School we strive for all children to develop a curiosity, passion and care for the people, places and events that have shaped our world throughout history. We are History Mystery Detectives! We want to make History exciting and relevant, encouraging children to be time travellers, which will evoke both interest and open minds. This will encourage discussion and debate through widening vocabulary and knowledge. History needs to link to other aspects of the curriculum thus providing enrichment. Studying in this way will begin to build enquiry skills which will support and develop their ability throughout their learning journey. We want history to be relevant to our children by encouraging them to research local and personal History, and we are passionate about children understanding the changes in history that have shaped our world for today.

Intent

The Farnborough Road Infant School History Curriculum is designed to promote curiosity, engagement and interest in our own personal history, local history and the wider world. History has a clear learning journey across the whole school from our 2-year olds in Caterpillars all the way to the end of Key Stage 1. We aim for a high-quality history curriculum that has been designed and sequenced to equip children with a secure knowledge of personal, British, local and world history. We develop children to become independent and evaluative thinkers who have an understanding for how people live now and how they lived in the past.

We intend to inspire pupils to develop a historical awareness by:

- Providing opportunities for children to develop a chronological understanding by investigating the past and how it influences the present.
- Encouraging the children to ask questions, conduct their own research and work collaboratively through the use of trips, visitors, handling artefacts and other hands-on experiences.
- Enabling children to communicate their views in a variety of ways.
- Promoting curiosity and empowering our children to become independent and resilient learners with the ability to have an enquiring mindset

Implementation

The History curriculum has been carefully planned to ensure that the learning takes place in a logical sequence with a clear progression of vocabulary, knowledge, skills and understanding.

- In EYFS children are encouraged to think about themselves as babies and how they were before. They learn about significant historical events such as Remembrance Day and about Guy Fawkes on bonfire Day. In Reception they use their topics of 'people who help' us to learn about firefighters and changes over time. They experience a wide range of books from the past and the present day to extend their understanding of the past.
- In Year 1 the children love visiting Southport as a History detective, searching for existing clues to our past heritage. They link History to Drama through recreating events such as 'The Gunpowder Plot' and develop a sense of understanding of what life was like and how people felt at the time. Children study significant local and world individuals including Neil Armstrong, Frank Hornby and Queen Victoria to understand changes over time. Whilst studying our Victorian town, children experience a Victorian school day and wash day enabling them to take on the role of a Victorian child for a whole day to deepen their understanding of life in a different era.
- In Year 2 children develop their chronology skills through their topics of Mary Anning, the Great Fire of London and a comparison of Emily Davidson and Rosa Parks. They deepen their understanding of cause and effect and the impact significant individuals have on our present life. They learn to respectfully handle artefacts from the past and have developed a perception of 'change over time' and comparisons/ similarities to life then and now. Children will be able to gather simple information from sources and be able to discuss which sources are more useful than others and why.

Organisation and Planning

The main themes of study will cover:

- Chronology
- Changes between ways of life at different times
- Cause and Consequence
- Historical Enquiry
- Historical Interpretation

EYFS

Historical themes and vocabulary are introduced and taught in Caterpillars, Nursery and Reception, through the termly topics. The historical elements of past and present in the 'Understanding of the World' specific area of learning are developed and built upon through a range of direct teaching and exciting continuous provision activities.

Key Stage 1

Key Stage One follows the subject content from the National Curriculum (2016) and has been supplemented with our own 'FRIS' curriculum including knowledge of our own unique history of the local area.

Pupils will be taught about:

- Changes within living memory. Where appropriate, these will be used to reveal changes in national and local life.
- Any events beyond living memory which are significant locally, nationally or globally (for example, the Great Fire of London, the first man on the moon, The rise of Southport as a seaside town,
- The lives of significant individuals in the past who have contributed to national or/ and international achievements. For example, Mary Anning and Neil Armstrong.
- Use some characters to compare aspects of life in different periods, for example the Monarchy- Queen Victoria and Queen Elizabeth II.
- Significant historical events, people and places in our own locality, such as, Frank Hornby.

The History units are taught in specific History Lessons and planning is overseen by the Subject Leader. The Curriculum overview gives the details of the main teaching objectives for each term and defines what we teach. Activities are planned in a sequence of learning, building on the children's prior learning. We also ensure that a range of incidental, cross curricular historical learning opportunities take place across the curriculum, pertinent to the topics studied.

Progression of Skills

Progression lies in the acquisition of new concepts and the deepening understanding of those already encountered. The Farnborough Road Infant School Progression of skills document shows the development of skills from Caterpillars to the end of Key Stage 1.

The rate of progression will vary from child to child and has to be considered when planning the teaching and learning situations.

Vocabulary, Oracy and Knowledge Organisers.

At Farnborough Road Infant School, emphasis is placed on developing the vocabulary and oracy skills of our children. At least one History session per unit of learning is dedicated to an oracy based activity- such as a debate, discussion or reasoning task.

Mary Anning Year 2 Key Vocabulary and Knowledge

- Mary Anning was born in 1799.
- She is a famous fossil hunter.
- In 1811, at age 12, she found an ICHTHYSAURUS fossil.
- Its name means 'Fish lizard'. She sold it for £23.
- In 1823 she found the first ever Plesiosaur skeleton.
- Mary died in 1847.
- Although she was well-known for her discoveries, she wasn't taken seriously as a scientist in her lifetime because of her gender and poor background.

significant	Great or important enough to be worthy of attention. A person who has or is likely to have influence or effect.
palaeontologist	A scientist who specialises in the study of fossils and dinosaurs.
fossil	A fossil is the remains or traces of prehistoric life. Fossils are preserved remains of animals, for example footprints of skeleton.
Lyme Regis	A town on the Jurassic Coast in Dorset, England that is famous for fossils.
scientist	A scientist is a person who studies or has expertise in science. A scientist tries to understand how our world, or other things work.
feminist	The believe that women and men should have equal rights and opportunities.

Each History unit of learning will be accompanied by a knowledge organiser, which summarises the key learning outcomes, vocabulary and definitions prominent in that particular unit of work. The knowledge organiser serves as a reference tool for pupils and teachers, and will be reviewed by the History Lead prior to the commencement of each unit of teaching.

At Farnborough Road Infant School, we believe that there should be no ceiling on the technical Historical vocabulary that our learners are exposed to. With this in mind, History dartboards with three levels of challenge are prominent in all classrooms in Key Stage One. Teachers will refer to this language when teaching themes and topics.

Equal Opportunities

At Farnborough Road Infant School, we respect difference, value diversity and embrace equality and fairness for all. Our school values and inclusive curriculum ensures that all pupils reach their full potential. Our History curriculum has been carefully planned to ensure our children are given the opportunity to experience a range of different cultures, races and traditions both in our local community and further afield. Our Equality and Diversity Lead also liaises with all subject leaders to ensure our school curriculum reflects the protected characteristics as outlined in the Equality Act 2010.

Children with SEND

Children with additional needs are included in whole class lessons and teachers provide scaffolding and relevant support as necessary. A toolkit has been provided to all class teachers, highlighting appropriate ways in which children with specific SEND can access the History curriculum. Evidence for SEND pupils can be gathered in a range of different ways, including more oral based tasks.

Resources and Visits

Visits and the acquisition of artefacts can be a valuable part of the History curriculum. Farnborough Road Infants School has acquired a significant number of historical resources which are kept in the Humanities cupboard, or on displays. Parents and Grandparents are also a valuable resource for oral history and artefacts relating to their past. We encourage sharing information and the lending of relevant photographs and objects from them. Local museum loan boxes are also a valuable local history resource. A non-exhaustive list of trips and visits includes-

Key Stage One

- Visit from a planetarium to spark their interest in the 'Space' topic.
- Visit from the The Frank Hornby Museum, with hands on experience of meccano, Hornby and Dinky toys
- Visit to our Victorian Seaside Town. and a hunt for clues from the past,
- Take part in a Victorian Day to learn about how times have changed.
- Visit from theatre group and Samuel Pepys character.
- Liverpool trip- looking at local history and buildings of significance.

Assessment, Reporting and Recording

Children and their work are continually being assessed as their skills, knowledge and understanding develop. The assessment may take several forms: oral, pictorial, a written piece of work, map work, engagement in fieldwork, or teacher observation in a class or group activity.

Work will be marked in accordance with the school's marking policy, indicating the level of support that a child has received to complete their task. At the end of each History unit of work, pupils will complete a short summative quiz located in their History books. Teachers will use all available data available to them to make a 'best-fit' judgement and update their History assessment termly.

Parents are kept informed of children's progress in History through their annual Summer term report and have the opportunity to meet the teacher to discuss the report.

The History Leader has a clear role and overall responsibility for the progress of all children in History throughout the school. Attainment data is analysed and regular feedback is provided to inform on progress and future actions to the Senior Leadership Team.

Impact.

At Farnborough Road Infant School we believe that a high-quality History education will help pupils gain a coherent knowledge and understanding of Great Britain's past and that of their locality and wider world. It should instruct each pupil's natural curiosity and wonder, inspiring them to discover/ know more about the past. This should be through both primary and secondary source materials. Study should relate to significant individuals and/ or events. Pupils should know how these impact upon past and present society and understand how this informs the future. Teaching should equip pupils to use speaking and listening skills in order to take part in discussions and debates. Children's curiosity should encourage them to want to ask questions, think critically, weigh evidence and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of the time in which they live.

We strive for every child to achieve their full potential in History and develop curiosity and excitement about their own, local and world history. We want them to be ready for their next stage in learning and inspire aspirations for the future career paths.

At Farnborough Road Infant School, we are **History Mystery Detectives!**

Review

This policy will be reviewed regularly.

Updated February 2023

Signed _____ **Date** _____ **Headteacher.**

Signed _____ **Date** _____ **Chair of Governors.**