

History Policy Statement

Introduction

History should be seen as an integral part of the curriculum. It is a subject designed to help children develop a knowledge and understanding of events, people and changes which have taken place in the distant and more recent past, within a chronological framework. By exploring both Britain's past and that of the wider world, children will be inspired to ask questions about and consider the similarities and differences between ways of life in different periods. History in the Foundation Stage is taught through "Understanding of the World". History in KS1 is directed by the requirements of the National Curriculum. The Programme of Study outlines the content of the History curriculum and the methodology of how it is delivered.

Aims

- To develop an interest in history for its own sake and help children to begin to understand how it has influenced the present.
- To encourage children to ask questions about the past based on simple observations.
- To allow children to begin to identify some of the different ways in which the past is represented and to find out about the past from a variety of different sources.
- To provide opportunities for children to recognise why people in the past acted as they did and to appreciate human achievements.
- To help the children begin to develop an understanding of chronology and the general passing of time.
- To help children distinguish between fact and fiction.
- To allow children equal access to history and to experience success and enjoyment in the subject.

Teaching and Learning

History is a foundation subject and is taught by all class teachers. It is accessible to all pupils through class teaching and opportunities for individual and collaborative work. The children learn history by drawing on their own experiences and the memories of others, listening to stories and by participating in historical topics taught in the school.

Teachers have a positive attitude to their pupils' interest in the past and promote their curiosity throughout the topics taught.

The development of skills such as talking, listening, writing, dancing, a variety of art skills and the use of ICT are all seen as important learning outcomes.

Pupils' Activities and Experiences

A detailed scheme of work has been developed which allows progression through a range of historical experiences and increases the challenge made to children for quality and knowledge.

The children have frequent opportunities for historical activities and learning. The scheme of work is broken down into areas of study for each year group.

A range of historical artefacts are kept in school and stored in the Resources Room. These give children a first-hand insight into what life was like in the past. Introducing such artefacts in the classroom is an excellent way of eliciting children's ideas and thoughts at the start of the topic.

ICT provision is made through the use of computer programs and the various internet sites.

Resources

A selection of information books and relevant stories are stored in the topic boxes relevant to each topic.

ICT Links

Magic Grandad
Life in Victorian Times

Magic Grandad
Famous People

Down the coal mines

Bath time
Kitchen
Transport
Queen Elizabeth I
Louise Braille
Florence Nightingale
Samuel Pepys
Children working down the Coal Mine

In the year 2 unit there are 4 copies of English Heritage - Real Victorians ~ an interactive tour around different Victorian Properties.

Equal Opportunities

All children are entitled to a History curriculum which caters for their needs, offers equal access and opportunity and enables them to participate fully in all its areas.

Further reference should be made to the school's Equal Opportunities policy.

Health and Safety

It is important that children are shown the correct way of handling and using artefacts.

Assessment and Recording

Judgements will be made by the teacher as to the children's ability and progress. In the Foundation Stage the teacher assesses the children against the Early Learning Goals which should be achieved at the end of the Reception Year.

In Key Stage 1, effort and attainment levels are given annually to parents in the end of year reports.

Monitoring and Evaluation

The History curriculum is monitored by the History Co-Coordinator and is evaluated through discussions with staff and the annual audit.

Foundation Stage

In both the Nursery and Reception, History is taught through 'Understanding of the World' which is part of the Early Years Foundation Stage (EYFS) curriculum. Through planned topics, activities and discussions children will...

- Remember and talk about significant events in their own experience.
- Recognise and describe special times or events for family or friends.
- Talk about past and present events in their own lives and in the lives of family members.

Nursery

In the Nursery, History is taught through a range of different stories. Activities and discussions are planned around these stories and cover the EYFS curriculum.

Yearly Coverage

Term	Activities and Discussions
Autumn 1	<ul style="list-style-type: none"> • Bring in a photo of their family • Talk about themselves. • Discuss important events in their lives.
Autumn 2	<ul style="list-style-type: none"> • Discuss the children's own Christmas memories. • Discuss important events in their lives.
Spring 1	<ul style="list-style-type: none"> • Children discuss their memories and experiences of winter. • Discuss important events in their lives.
Spring 2	<ul style="list-style-type: none"> • Discuss Easter traditions/stories. • Discuss the children's own Easter memories. • Discuss important events in their lives. • Children to have their grandparents/special people in to share photos and toys from their past as part of a Grandparents Day.

Summer 1	<ul style="list-style-type: none"> • Children discuss their memories and experiences of Spring. • Children share memories of visits they have made. • Discuss important events in their lives.
Summer 2	<ul style="list-style-type: none"> • Children discuss memories of their year in Nursery • Discuss important events in their lives.

Reception

In Reception History is taught through topics. Within these topics, activities and discussions are planned that cover the EYFS curriculum. A lot of history work is based on the children's own personal history and is linked with PSHE. This is covered in the topic 'This is Me!'. Children also briefly touch on the Jurassic period of history in their work on Dinosaurs as part of Book Week and will explore the changes over time to different modes of transport in the topic, 'I am an Explorer!' Other history is covered in class discussions and activities throughout the year's topics where appropriate.

This is Me!

In this topic the children discuss and sequence the changes and events concerning themselves and which have occurred so far in their lifetime e.g. christening, first word, learning to crawl, learning to walk, going to nursery, starting school. They will sequence a set of pictures to show a child growing up.

Classroom displays play a significant part in this topic, where class teachers show the past, present and future sequence.

The children's own "All About Me" books also play a significant part in this topic and the children delight in sharing them throughout the year.

Key Vocabulary	Key Activities
Words connected with the passing of time: names and order of days of the week, yesterday, today, tomorrow, old, new, before, after, long ago, baby, toddler, child, teenager, adult, parent, grandparent, older, younger.	<ul style="list-style-type: none"> • Sequencing a set of pictures showing a child growing up. • Discuss and sort objects into groups - old and new, baby, child, adult. • Look at and discuss pictures and photographs of the past. • Look at and compare photographs of the children as babies and what they are like now. • Ask questions about what life was like when the children's parents were young. • Listen to stories which would have been popular when their parents were children. • Create a simple family tree at home to share in school. • Comparing a toy artefact with a current toy.

Coverage of History Programme of Study - Key Stage 1

	Year One			Year Two		What was life like as a Victorian child?	
	Toys	Castles	Heroes Local History	How is St Neots different?	What is it like to be a famous author?		
Knowledge, skills and understanding							
Know where the people and events they study fit within a chronological framework. Develop an awareness of the past.	*	*	*	*	*	*	
Use common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms.	*		*	*	*	*	
Use parts of stories and other sources to show that they know and understand key features of events.		*		*	*	*	
Identify similarities and differences between ways of life in different periods.	*	*	*	*	*	*	
Identify different ways in which it is represented.		*		*	*	*	
They should understand some of the ways in which we find out about the past.	*	*	*	*	*	*	
Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	*	*	*	*	*	*	

Communicate in a variety of ways*	*	*	*	*		*	
Areas of study							
Within living memory and where appropriate, to reveal aspects of change in national life.	*			*		*	
Significant historical events, people and places in their own locality.	*	*	*	*	*	*	
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	*	*		*	*	*	
Events beyond living memory that are significant nationally or globally	*	*	*		*	*	

* This is not expressed explicitly in KS1 but is mentioned in the main aims for the History programme of study.

Toys ~ Year One

In this topic the children begin to find out about differences between now and then by comparing toys and other artefacts from the present day to those that their parents and grandparents would have had. It introduces the children to the concept of 'new' and 'old'. They use stories, artefacts, pictures and ICT together with their own questions to find out about the past and learn to describe and sequence items from new, old to very old.

Vocabulary	Resources
<ul style="list-style-type: none"> Words associated with the passing of time, e.g. <i>modern, new, old, before, after, when parents/carers were young, when grandparents were young.</i> Words of comparison e.g. <i>similar, different</i> A range of adjectives, e.g. <i>dirty, clean, broken, rusty</i> 	<ul style="list-style-type: none"> A selection of toys, books, television programmes and other artefacts dating from the 1950s to the present day. Picture and story books about toys Magic Granddad video 'Toys with Magic Granddad' Central area ~ creative play a toy shop

Key Activities

- Describe the characteristics of a selection of modern toys and artefacts
- Describe the characteristics of old toys.
- Find out about and speak about toys and artefacts that belonged to their parents and grandparents
- To sort objects into 'old' and 'new' sets and be able to explain why they have grouped them.
- To match adjectives to different artefacts.
- To make comparisons between old and new toys. To show an understanding that design, materials and technology can indicate whether something is old or new.
- To make a class museum, producing labels for the toys and artefacts on display.
- To construct a time line of the toys and objects.
- Share their own family trees.
- Children to have a visit from the local museum to look and play with toys from the Victorian period. There is also an opportunity to make a Victorian toy.

Castles - Year One

In this topic the children look at the historical structure of a castle and learn about its function. The children look at a variety of different castles, what they are made of and think about where castles are usually located. They will learn about the different features of castles and about who lives in a castle. They will take a trip to Warwick Castle.

<u>Vocabulary</u>	<u>Resources</u>
<ul style="list-style-type: none"> • Words associated with the passing of time e.g. <i>a long time ago, old, before.</i> • Name the architectural features of a castle e.g. <i>turret, portcullis, dungeon, great hall.</i> • Vocabulary associated with life in a castle e.g. <i>jousting, banquets.</i> • Appropriate vocabulary associated with the location of castles e.g. <i>map, country, UK, cliff, hill, North, South, East, West, near, far, land, forest.</i> 	<ul style="list-style-type: none"> • Topic related books • Pictures of castles in books • Timeline and related pictures • Topic related websites • Model castle

Key Activities

- To know how castles came to be in Britain.
- To know who lived in castles.
- To know that there are different types of castles and what they are made of.
- To know about parts of castles and their function.
- To know where castles are usually located.
- To know about castle life including jousting, banquets and dances.

Heroes ~ Year One

In this topic the children find out about Eaton Socon. They learn about how ways of life and the buildings have changed over time. They learn about an important local historic event - the fire at St. Mary's Church.

Vocabulary	Resources
<ul style="list-style-type: none"> • Names of architectural features, e.g. <i>sash windows, chimneys</i> • Time related vocabulary, e.g. <i>new, old, older, oldest, long ago, modern.</i> • Words associated with the passing of time e.g. <i>began, first, next, then, after, at last, finally</i> • Words associated with sources of information, e.g. <i>eyewitness, diary, first-hand</i> 	<ul style="list-style-type: none"> • Pictures of buildings and homes from modern day and past. • Pictures and newspaper articles about the church fire. • Pictures to sequence depicting the story of the fire.

Key Activities:

- Identify key external features of local homes. Identifying the materials and features.
- Describe the features of a home built long ago.
- Make comparisons and identify some of the differences between homes built at different times.
- Identify where in the local area they can find old houses.
- Find out about the history of the fire at St. Mary's Church from written accounts.

How is St Neots different? ~ Year Two

In this combined geography/history topic the children compare seaside holidays in the recent past with those taken a long time ago and, they will look closely at the history of St. Neots. Children will develop an understanding of chronology and an ability to ask and answer questions about different sources of information. The children will enjoy a visit from St Neots Museum, learning about local artefacts. They will be able to see and discuss the differences in landscape between Hunstanton and St. Neots.

Vocabulary	Resources
<ul style="list-style-type: none"> • Names of the different types of shops e.g. <i>Butcher, baker, brewery, hardware, cobblers, dairy.</i> • Words associated with the museum e.g. <i>Artefact, relic, resources.</i> 	<ul style="list-style-type: none"> • Pictures or photographs of the past. • Individual collections of items found on the beach. • BBC Magic Granddad ~ 'Seaside holidays in the past' • Real footage of the past using online resources and websites.

	<ul style="list-style-type: none"> • A map showing seaside resorts (Magic Granddad pack) • Artefacts and souvenirs from seaside holidays in the past. • An adult to talk about seaside holidays in the past. • A time line. • BBC Schools History website. • Visit to St Neots to see buildings, the museum, St Mary's church, plaques and the Sun Dial. • Visit to St Neots Museum • Visit to St Mary's Church
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Key Activities

- Find out about holidays in the past from photographs.
- Make comparisons between then and now using video and photographic sources of evidence. Identify what is similar and what is different.
- Identify and ask appropriate questions to ask about seaside holidays in the past.
- Contrast the geographical environment of the seaside with St. Neots. Discuss similarities and differences.
- Look at the collections of items found at the seaside. Could these items be found in St. Neots?
- Contrast the holiday activities they saw in Hunstanton with seaside holiday activities from the past. Discuss similarities and differences.
- Discuss different ways of travelling to the seaside today and in the past.
- Learn about the use of the buildings in St. Neots in the past and now.
- Learn about the types of jobs which would have been available in St. Neots.
- Identify features of St. Neots from the past which the children can relate to today.
- Learn about how the museum shows the historical changes in St. Neots.
- Learn about the places in St. Neots where the children can find information about the history of their town eg. The Museum, the plaques.

What was life like as a Victorian child? ~ Year Two

In this topic the children use photographs, pictures, books, online resources and artefacts find out about aspects of life in Victorian times and in particular, school, work and the home. They find out about and sequence the life of Queen Victoria 1819 - 1901.

The children go on a visit to Knebworth House where they experience a typical Victorian school day. They look at artefacts, experience a Victorian lesson, have an opportunity to play with Victorian toys and go for a walk through the village looking at historical buildings.

Vocabulary	Resources
<ul style="list-style-type: none"> • Words associated with the passing of time, e.g. <i>Victorian, a very long time ago, before, after, when</i> • Words associated with the home, e.g. <i>wooden dolly, dolly pan, mangle, candle, lantern, gas lamp, iron, stove, fireplace, bath tub</i> • Words associated with school, e.g. <i>monitors, log book, slates, inkwell.</i> • Words associated with work and child labour, e.g. <i>factories, mines, supervisor, inspector, machinery</i> • Words associated with the life of Queen Victoria, e.g. <i>Coronation, Silver/ Golden Jubilee, Empire, Great Exhibition.</i> 	<ul style="list-style-type: none"> • Pictures of Queen Victoria and her family at different stages of her life. • Picture pack of children's work during Victorian times. • Artefacts from Victorian times and modern day replicas for Home, Toys and leisure, and School. • Magic Granddad online episodes - 'Bath time' and 'Kitchen' • Magic Granddad online episode - Famous People 'Florence Nightingale' • BBC Schools website - Famous People • Selection of information books • A class time line. • CD ROM: English Heritage 'The Victorians'

Key Activities

- To experience what it was like to be a child in Victorian times by coming to school in costume and re-enacting a typical Victorian school day..
- Use a variety of photographs, artefacts, role play, information books, stories, online resources and the internet to find out about work, toys and leisure, schools and the home in Victorian times. To make comparisons between then and now.
- Learn about and sequence the life of Queen Victoria.
- To construct a time line of the major events in the Victorian era and link to modern day.
- To engage in Victorian pastimes including decoupage and cross stitch.

What is it like to be a famous author? - Year Two

In this topic the children learn about what makes a person famous and study a variety of famous people such as Roald Dahl and J.K. Rowling.

The children spend time learning about famous authors and complete a range of activities such as designing a poster, flyer or booklet. They consider the actions of the famous person and what effect they had at the time and on our lives today. They also consider whether the actions of that person had a local, national or global effect.

Vocabulary	Resources
<ul style="list-style-type: none"> Words associated with the passing of time e.g. <i>Victorian, a long time ago, before, after, when.</i> Period specific words associated with the hospital e.g. <i>dolly, carbolic soap, dolly pegs.</i> Words associated with more recent history e.g. <i>now, since, recently.</i> 	<ul style="list-style-type: none"> Books about famous people. Historical websites about famous people. Websites about modern famous people.

Key Activities

- Discuss what makes a person famous. Consider the different reasons why a person may become famous.
- Look at the history of a famous person on websites.
- Discuss the effect of famous people from the more distant past with recently famous people and consider why they are famous. Have changes in technology etc. changed the reasons why people become famous?
- At home make a booklet of a famous person which is shared in school.
- Identify and ask appropriate questions about famous people and the effect they have had.

What was it like aboard the Titanic? - Year Two

In this topic, the children learn about the timeline of events leading up to the disaster and about life aboard the Titanic and those who worked on board. The children experience an immersive workshop all about the Titanic.

Vocabulary	Resources
<ul style="list-style-type: none"> Words associated with the passing of time e.g. <i>a long time ago, before, after, when.</i> Words associated with more recent history e.g. <i>now, since, recently.</i> 	<ul style="list-style-type: none"> Books about the Titanic. External workshop Websites about the Titanic.

Key Activities

- To create a timeline of events leading up to the disaster, focusing on chronology.
- Create a newspaper report of the events.
- Discuss the events and what we may have learnt from them to improve in the future.
- Engage in an immersive workshop to help understand events from the perspective of those present.
- To create art work to represent the ship in art and design and technology.

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Next Review Due: April 2026