

Practice Guidance for History

Why is History important to the children in our school?

At Cavendish Close Infant and Nursery School we believe that History is a very important part of young children's growth and development. History enables our children to make sense of their world at present as well as in the past. It supports our children's understanding and appreciation of the diverse and ever changing world that we live in. History in early childhood creates a foundation where children can learn about their own identity and begin to understand the importance of good and responsible behaviour through the studies of role models in the past.

What is History?

History is the study of the past. The study of History enables children to make sense of the world in which they live. It also helps children to understand the things that are happening today and the things that may happen in the future. History supports children in appreciating the complexity and diversity of human societies and development. History learning in our school includes ordering events in time, finding difference and similarities, writing and talking about the past, using different sources for information and asking and answering questions.

Our approach to planning History:

The study of History is vital to providing children with a rich and broad primary education. A high quality History education should engage and inspire pupils to develop a love for and understanding of the world in which they live. Children should be given opportunities to follow their own enquiries, explore a range of interesting sources of evidence and use artefacts and stories to support their understanding.

In England, pupils begin their formal history education at Key Stage 1. What children learn in the EYFS is crucial knowledge for them to build on in the future. The knowledge and vocabulary that children develop, particularly through the 'understanding the world' area of learning, enables them to access history content at key stage 1.

In our school our youngest children will begin to have a sense of chronology through making sense of their own life-story and their own family history. A broad range of history

and time related vocabulary will be introduced. Children will be encouraged to retell what their parents have told them about this and the learning will be built on in school. Daily opportunities are given for children to talk about what they have been doing (such as over the weekend), are doing at the present time and things they will be doing in the future using language of time such as yesterday, today, now, soon, long ago.

Children will then begin to learn about local, regional, national and international history. They will find out about how the world and people's lives have changed and continue to change over time. Children will know about significant events that have shaped the development of the world and people's lives.

History is planned as part of year group topics and through cross-curricular activities following the EYFS and National Curriculum guidelines as set out in our STAR curriculum and intent for History (see appendices). Objectives are included in medium term topic planning and learning opportunities are planned for in blocked sessions. This approach enables our children to make meaningful links and connections in their learning and to build on and embed their prior learning.

History is taught using a Mastery approach with a 'Learning Without Limits' strategy. Challenge is provided through the planning of 'Earth, Moon and Stars' challenges to allow children to show greater depth in their learning with all children being encouraged to 'reach for the stars'.

Essential resources for History:

Core texts

Each year group has a range of carefully selected texts to support the History curriculum.

Artefacts and Resources

Current resources are stored in the History cupboard upstairs in school. An audit of resources can be seen in the Appendix.

Our approach to teaching and learning in History:

History is taught across the academic year in all year groups using a Mastery approach. In the EYFS History is taught through the area of 'Past and Present' following guidance from the 'Development Matters' (non-statutory) and 'Early Years Foundation Stage Statutory Framework' documents.

In Key Stage One History is taught through year group topics and include learning about:

- Remembrance Day
- The Gunpowder Plot (Guy Fawkes)
- Captain Scott's Expedition to the Antarctic / Preet Chandi's journey
- The first Lunar Landings
- Pirates such as Captain Blackbeard and Anne Bonny
- Medieval Castles
- The Great Fire of London
- Florence Nightingale and Mary Seacole
- Robin Hood and Sherwood Forest

Significant events are studied and celebrated as they occur throughout the year such as our previous whole school history week to learn about the Royal Family as part of our Queen's Platinum Jubilee celebrations.

History in the learning environment:

History is an integral part of our EYFS provision with children being encouraged to explore a range of stories and props to support chronology. Seasonal resources are also used to support children in their understanding of reoccurring changes over time.

In KS1 children have access to history resources within the carefully planned continuous provision, particularly within block play, the investigation station and the imagination den.

The teaching and learning of History is evident in all classrooms with history vocabulary posters and knowledge mats, children's work and photographs displayed as appropriate.

Our approach to assessment in History:

History is taught and assessed using a Mastery approach with a 'Learning Without Limits' strategy. Challenge is provided through the planning of 'Earth, Moon and Stars' challenges with all children encouraged to 'Reach for the stars'.

History is assessed as part of the EYFS curriculum at summative assessment points during the year – September (Baseline), February (AP1) and June (AP2). Judgements are made against 'Past and Present' statements in the EYFS 'Development Matters' document with children judged to be working at an 'Working Towards' (WTS/WTS+), Expected (EXS/EXS+) or Greater Depth (GDS) level of learning. Children are assessed against Early Learning Goals at the end of the year in EYFS2.

Intervention in History:

As we teach History using a mastery approach, History is accessible to all children with varied outcomes and levels of challenge and support.

History across the curriculum:

As with all foundation subjects in our school, the teaching and learning of History takes place across topics with an emphasis on cross-curricular links. History, particularly the use of vocabulary is incorporated consistently into daily classroom routines and is used to enhance learning in other curriculum subjects wherever possible.

History References:

National Curriculum in England: Primary Curriculum
Early Years Foundation Stage Statutory Framework.
Early Years Foundation Stage Development Matters (non-statutory)
Ofsted Research Review Series: History
The History Association.

History Appendices:

Whole school STAR intent and curriculum
EYFS assessment statements and Early Learning Goals.
Knowledge mats
Resources audit

This Practice Guidance was created by:

Name: Rebecca Carter
Role: History Co-ordinator
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