



Rawmarsh Ryecroft **Infant School**

History Policy

Last Updated: October 2025

Due for Review: October 2027

History Policy

Introduction

This policy reflects the school's values and philosophy regarding the teaching and learning of History. It provides a clear framework for practice and expectations and offers guidance for planning, teaching, and assessment.

The policy should be read alongside the National Curriculum, which outlines in detail the knowledge, skills, and understanding pupils are expected to acquire at each key stage. It is intended for all teaching and non-teaching staff with classroom responsibilities, as well as Governors, parents, OFSTED, Local Authority advisers, and other stakeholders.

Intent

Curriculum Definition

A high-quality history education enables pupils to develop a coherent understanding of Britain's past and the wider world. It should foster curiosity, inspire inquiry, and encourage pupils to ask perceptive questions, think critically, evaluate evidence, consider different arguments, and develop sound judgement.

History helps pupils understand the complexity of people's lives, the processes of change, the diversity of societies, and the relationships between different groups. It also supports pupils in developing a sense of their own identity and the challenges of their time.

Pupils should develop an awareness of the past, using appropriate vocabulary related to time. They should understand where people and events studied fit within a chronological framework, make comparisons between different periods, and use a broad historical vocabulary. Pupils should learn to ask and answer questions, drawing on stories and a range of sources to show their understanding. They should also begin to understand how we find out about the past and recognise that historical accounts can be represented in different ways.

History is taught in line with the National Curriculum programme of study and supported by ICT where appropriate. Teachers share clear learning objectives with pupils and use a range of teaching approaches, including:

- Direct teaching
- Group and paired work
- Individual work
- Independent tasks
- Research opportunities

- Educational visits focused on local and national history

Learning is regularly revisited through 'sticky knowledge' checks. These focus on key objectives, links to prior learning, new vocabulary, and any necessary background knowledge.

Aims for the Teaching of History

At Rawmarsh Ryecroft Infant School, we aim to:

- Foster pupils' interest in the past and how it differs from the present.
- Develop understanding of how people's lives have shaped the nation and how Britain has influenced and been influenced by the wider world.
- Teach significant aspects of the history of the wider world.
- Develop pupils' understanding of key historical concepts.
- Teach pupils how to engage with the methods of historical enquiry.
- Enable pupils to build historical perspective by placing their developing knowledge in a range of contexts.
- Ensure pupils understand how the past has shaped attitudes, values, and beliefs.
- Provide opportunities to learn about the past through a variety of historical sources.
- Inspire enjoyment, curiosity, and a sense of fun in learning History.
- Teach disciplinary knowledge within history.
- Teach substantive knowledge within history.

Implementation

Teaching and Learning

The History curriculum follows the National Curriculum and EYFS Development Matters guidance. By the end of Key Stage 1, pupils will understand: Changes within living memory, noting how these reveal changes in national life.

Events beyond living memory that are significant nationally or globally (e.g., the Great Fire of London, the first aeroplane flight, significant commemorative events).

The lives of significant individuals who have contributed to national and international achievements. Comparisons will be made between individuals from different periods (e.g., Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, Rosa Parks and Emily Davison). Significant historical events, people, and places in their own locality.

The Foundation Stage

In the Foundation Stage, children are encouraged to explore and make sense of the world around them. Pupils will:

- Begin to understand their own life story and family history.
- Show interest in different occupations.
- Comment on images of familiar past situations.
- Compare and contrast characters from stories, including historical figures.
- Talk about the lives and roles of people around them.
- Recognise similarities and differences between past and present.
- Understand the past through stories, characters, and events encountered in class.

Planning the History Curriculum

Planning in the Foundation Stage follows the EYFS Development Matters (2021). In Key Stage 1, planning follows the National Curriculum.

History is delivered through a skills-based, thematic curriculum, supported by ICT where appropriate.

Long-term planning outlines subject focus for each half-term and ensures progression.

Medium-term planning uses the History curriculum progression map (schemes of work). Each scheme includes enquiry-based questions. Weekly sticky knowledge checks and scaffolded resources support learners at all levels.

Visits and visitors to school are an important and integral part of specific topics that are taught within school, i.e The Great Fire of London.

Resources

Photocopiable materials and artefacts are stored in the library.

Local history archive materials (e.g., maps, posters, postcards) are available from the central library.

Museum exhibitions and loan boxes are used to supplement learning.

Where travel is difficult, museum services may visit school with artefacts.

Interactive digital resources are available through the Espresso website.

Pupils have opportunities for local visits, including Conisbrough Castle and a Victorian seaside experience in Filey. The new mixed year group into to go to Clifton Park Museum.

Visiting historical interpreters (e.g., Paul Mackintosh) deliver immersive workshops through costumed characters.

Impact

Monitoring, Assessment and Moderation

The History subject leader ensures all planning aligns with curriculum learning outcomes.

Assessment in History includes:

- Evidence in books demonstrating what children know and can do.
- Progress tracked throughout the Foundation Stage using EYFS Development Matters (2021) and the EYFS Profile.
- Ongoing marking and feedback to address misconceptions and support improvement.
- An independent assessed task at the end of each scheme to evaluate both substantive and disciplinary knowledge.

Assessment of children's attainment and progress supports teachers' planning and is both formative and summative. Assessment is fundamental to the understanding of the strengths and needs of individual children. Summative assessments take place at the end of each half term using the Schools Assessment grids. This highlights any strengths, notes for next unit and any information for the subject leaders.

Inclusion

Ryecroft Infant School is fully inclusive and follows statutory policies for SEND, Equal Opportunities, Behaviour, Disability, and Racial Equality.

All pupils have equal access to History activities regardless of race, religion, gender, or ability. Care is taken to ensure that materials and teaching avoid stereotypes and reflect a diverse society.

Considerations include:

- Ensuring access to a broad and balanced curriculum.
- Introducing multi-racial and multi-cultural perspectives where appropriate.
- Planning and scaffolding learning to meet individual needs.
- Selecting resources that reflect positive and inclusive imagery.
- Using a range of organisational approaches (individual, paired, group, whole-class).
- Using record-keeping to inform planning and track progress.

Children requiring additional support may have specific targets on GTL (Gateway to Learning) Plans, reviewed termly. Additional adult support (1:1 or small group) may be provided.

Health and Safety

All teaching follows the school's Health and Safety Policy. Staff must:

- Exercise caution when pupils use scissors or tools.
- Discuss potential hazards with pupils.
- Follow hygiene expectations when using food.
- Ensure children are never left unattended near cookers or ovens.

EYFS

The EYFS History curriculum follows Development Matters (2021) under Understanding the World - Past and Present. Historical understanding is developed through stories, songs, games, imaginative play, circle time and focused teaching. Children participate in discussions and may engage in focus-group activities throughout FS2.

E-Safeguarding

Technology plays an important role in teaching and learning. We are committed to equipping pupils with the knowledge and skills to use technology safely and responsibly.

All staff receive up-to-date online safety training.

Staff are vigilant to online safety concerns and follow safeguarding procedures.

Children are taught how to report concerns.

All online resources are checked before use, and staff comply with safeguarding policies.

Reviewed Mr Butler

