



Learning happily together

History

Subject Intent

At Lowe's Wong Infant School, History has a clear learning journey across the school. Children will begin to develop their knowledge and skills in Early Years and progressing through to Year 2. Children will learn about the history of their local environment, community and wider world. In EYFS, children will learn through the seven areas of learning. Early Years children learn History through planned play and activities, and in Year 1 and 2 History is taught as an enquiry theme-based approach. In both key stages children are encouraged to develop their enquiry skills and their historical knowledge. We want children to develop enthusiasm for this subject by going on visits, listening to speakers, and studying artefacts. Children will also work towards becoming independent thinkers by asking questions, conducting research, and working collaboratively. History is accessible for all learners, making sure we meet the needs of everyone regardless of their age or ability.

Subject Implementation Plan

Timetabling

At Lowe's Wong Infant School History is taught in blocks linked, where possible, to our Enquiry Themes. There will be History teaching every term in both KS1 and EYFS.

In EYFS, History opportunities are continually provided during 'Explore and Investigate' activities (child-initiated time). There is also planned teaching of historical concepts from the Understanding of the World strand of Development Matters, these are shown on the long-term plans.

In KS1, History lessons are taught each term linked to the cross curricular Enquiry Themes. This is clearly mapped out on the long-term plans for each year group.

How History is taught

In EYFS History is taught using the sequence and structure in the Understanding the World strand of Development matters, working towards the Early Learning Goals. It is delivered through planned, purposeful play and through a mix of adult-led and child-initiated activities. Some historical concepts will be explicitly taught through whole class discussions. History based learning will take place within the classroom, in the courtyard, and also through the wider curriculum including talking to visitors and going on educational visits.

In History at KS1 we follow the National Curriculum, which sequences and structures the teaching. These sequences are planned into blocks linked to our Enquiry Themes.

Classes within year groups follow parallel activities and study to ensure equal opportunities and consistency. Although, where specific gaps or needs have been identified then necessary adaptations will be made.

Within History lessons, there are opportunities for children to recap and recall learning and prior knowledge.

Children will be actively encouraged to participate through questions and answers, partner talk and engaging in research skills. These skills will be explicitly taught during History lessons. Children will visit historical places, see and handle artefacts, and use physical and online sources to broaden their knowledge. Children will learn about significant events in their lives, and lives of others, and learn about significant historical figures and events, and their influence on modern day life. Outdoor learning will be a

used as a part of teaching and learning in History when it is appropriate, this will mainly be through local walks and educational visits.

Resources

There are some History resources in the cupboards in the Sunshine Room. There is a selection of non-fiction books in the school library, and staff can order extra books through the Education Library Service to support the Enquiry Themes.

Purple Mash has some resources for teaching and learning in History. BBC Bitesize and other suitable websites are also used to help teach Historical concepts and knowledge.

Marking, feedback and assessment

Teachers acknowledge work with a tick, and comments may also be used to provide feedback linked to the Learning Objective. The Learning Objective should be RAG rated to show the child's understanding of the Historical concept or knowledge being taught.

Teachers should mark according to the Feedback and Marking Policy.

In EYFS annotated photographs are used to show the children's understanding of a concept. Feedback will often be verbal and at the point of discussion, staff use this opportunity to move the learning forward in the moment. Foundation Stage Teachers use their marking, informal observations and discussions with the children to complete a data drop at the end of each term on Scholarpack. The data for ELG 13 "Past and Present" and ELG 14 "People, Culture and Communities" will be monitored by the History Lead and findings shared with staff.

In KS1 teachers use their marking, informal observations, and discussions with the children to support with assessments. Specific learning objectives are identified on our medium-term plans which will assess the children's understanding in History. The assessed learning objective is clearly highlighted in either the children's Enquiry Theme books or in the floor book, depending on where the work has been recorded. This information is collated on the Excel Assessment tracker. This data is analysed by the History Lead and any patterns or anomalies are discussed with staff.

Recording work

In KS1 children record their History work in their yellow Enquiry books. Each piece of work has a date and a clear learning objective. The learning objectives includes knowledge and skills. Any recording or activity sheets are stuck into books neatly, and children have regular opportunities to record in their own way including pictures, diagrams, and simple written reports.

Some History work (for example educational visits) may be recorded in the class floor book, with appropriate annotations by the children or the staff.

In EYFS, much of the recorded work will be photographs in their Learning Journey books with annotations to show the children's understanding.

Learning Environment

The resources (including non-fiction books) used in History will be of good quality, and sufficient resources will be used to ensure there are enough to support the learning of all of the children. There are displays in the classrooms that reflect the Enquiry Theme.

These include key vocabulary and examples of the children's work. When History is a driver or enhancer subject key vocabulary and knowledge will be shared with parents/carers through our sticky knowledge sheets that are sent home at the start of each half term.

Equality and Diversity

Through the use of a range of appropriately adapted resources, teaching aids, and pedagogy, all children have equal access to the History Curriculum.

Staff ensure that the Enquiry Themes broaden children's knowledge and experiences, introducing them to events, historical figures, and places beyond their own community and experience.

Curriculum Enrichment

The History curriculum at Lowe's Wong Infant School is enhanced through visitors to school, educational visits, and outside learning opportunities including local walks.

SEND

All children have equal access to the History Curriculum through quality first teaching. Support is given where required to ensure all children can participate in a broad and varied curriculum as part of an adaptive teaching strategy.

Some examples of this are:

Allow sufficient time for the children to talk through and share their ideas (with an adult when available or through talk-partners)

Discuss and display key vocabulary together with its meaning in the classroom - practise saying it together and refer to it regularly during the lessons.

Use visual aids where appropriate to help learners to identify equipment, materials and products. Introduce each piece of equipment – name it, explain what it does, and model how it can be used or applied.

Take time to model and demonstrate each element of a process to allow learners to develop their understanding through a step-by-step approach. Repetition of the process is required to maximise the capacity to build up conceptual understanding.

Allow for movement breaks for those who have additional sensory needs or struggle with attention to give them time to self-regulate. These learners could be given jobs such as handing out resources.

Use alternative methods to record children's knowledge.

Additional adults may be used to provide scaffolding if appropriate.

Adapted books and resources (large print, braille & audio-books) are available for the Educational Library Service

Behaviour

All children are expected to demonstrate good sitting during History lessons whether on their chair or on the carpet. Children are also to demonstrate good looking by looking at the member of staff, or whoever is talking. All children are to demonstrate good listening by sitting quietly, and not talking to others, but listening to the teacher or visitor. During paired work children should listen respectfully to their partners. When the children are working independently, or recording in their books, staff use the visual prompt cards – Talking Turtles, Whispering Whales, or Silent Snails to determine the level of noise for the activity.

Children are taught how to handle the history artefacts and resources with care and are expected to help tidy up after any practical lessons.

Good behaviour will be rewarded in line with the school's behaviour policy, and good work may be shown to the Headteacher or other member of staff.

It is expected that teachers will respond to any misbehaviour promptly during History lessons and will follow the school's agreed behaviour policy of warnings, reflection and time out.