



Whitestone Infant School



History Policy

May 2026

NAMED PERSONS RESPONSIBLE AT WHITESTONE		
POSITION	NAME	SIGNATURE
History Leader	K. Ford-Lings	
Headteacher	N. A. Green	
Link Governors	P. Stokes	

This Policy was ratified on: _____

Date of next review: Summer 2029

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

At Whitestone Infant School History is taught within the Aims Statement for the school to provide an enjoyable effective curriculum within a stimulating caring environment where children acquire the knowledge, skills and attitudes to realise their full potential as considerate individuals within the community.

1. Aims

We will ensure:

- The effective delivery of the Foundation Stage and National Curriculum in order to promote high standards.
- A happy and caring atmosphere to promote a confident and enthusiastic community of lifelong learners.
- That all children will be encouraged to actively participate in a relevant, balanced and well-matched curriculum offering opportunities for challenge, enrichment and success.
- A dedicated and committed staff and governors who regularly review teaching and learning to maintain our high standards.
- The promotion of positive attitudes towards gender, race, religion and disability by fostering good relations, where individuals are valued with tolerance and respect.
- A close partnership with parents and others in the community.

2. Objectives

Learning about history stimulates children's interest, understanding and curiosity about the lives of people who lived in the past. It gives them a sense of chronology and through this they develop a sense of identity and a cultural understanding based on their historical heritage. History helps children understand their own past and how Britain has influenced and been influenced by the wider world.

The objectives of teaching history in our school are:

- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer.
- To enable children to know about significant events in British history and to appreciate how things have changed over time.
- To develop a sense of chronology.
- To understand how Britain is part of a wider European culture
- To have some knowledge and understanding of historical development in the wider world.
- To help children understand society and their place in it so that they develop a sense of their cultural heritage.
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

3. Guidelines

3.1 Strategies for Teaching History

History teaching focuses on enabling children to think as historians. We recognise and value the importance of cross curricular learning, drama and storytelling in History teaching, and we regard this as an important way of stimulating interest in the past.

History is taught by the class teacher, within mixed ability class groups. Work set is appropriately differentiated and children may work independently or within groups.

3.2 Foundation Stage

We teach history in foundation stage as an integral part of the topic work covered during the year. We relate history to the objectives set out in the EYFS curriculum document and the Early Learning Goals. History makes a significant contribution to developing a child's knowledge and understanding of the world. Children will find out about past and present events relevant to their own lives and family. Historical study will start from the children's own experiences and from those of their immediate family.

Key stage 1

Pupils should be taught about the:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- changes beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first landing on the moon or events commemorated through festivals or anniversaries]
- lives of significant individuals in the past who have contributed to national and international achievements.
- significant historical events people and places in their own locality whenever possible and appropriate.
- historical events, people and places in their own locality

Cross curricular Links

Whenever possible and appropriate, cross curricular links should be identified in the teaching of history.

English

- History contributes significantly to the teaching of English by actively promoting the skills of reading, writing, speaking and listening

Mathematics

- The teaching of history contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time lines and through sequencing events in their own lives.

Personal, social and Health Education (PSHE) and Citizenship

- History contributes significantly to the teaching of personal, social and health education and citizenship. They learn how society is made up of people from different cultures, and they start to develop tolerance and respect for others.

Spiritual, Moral, Social and Cultural Development

- In our teaching of history we contribute where possible to the children's spiritual development. We also provide children with the opportunity to discuss moral questions, or what is right and wrong through various historical topics. We also help children recognise differences and similarities between cultures.

Computing

- Computing enhances our teaching of history. The children use technology in a variety of ways, such as word processing, finding information on the internet, and using email to gather information from other sources.

3.3 Key Skills in History

Through the study of history pupils will develop key skills in:

- Communication, through reading and responding to a range of sources of information including pictures and graphs when planning and carrying out historical enquiries, and through taking part in discussions, asking and answering questions about the past and presenting findings in a variety of ways.
- Computing, through using the internet, DVDs and e-mail for historical enquiries and appropriate programmes for the presentation of findings.
- Working with others, through planning and carrying out historical enquiries that are classroom based or take place on a visit to a museum, gallery or site in small groups with specific historical questions to answer.
- Improving own learning and performance, through reviewing their work at regular intervals and assessing their achievement.
- Problem solving, through finding out about the past by investigating a specific question or issue, deciding what information they need to know, identifying relevant sources of information and discussing their conclusions.

3.4 Resources

These are stored centrally.

4. S.E.N and Inclusion

The school strives to enable all pupils to reach their full potential. Staff will plan for those needing extra support where needed. The pupils are supported by teachers and teaching assistants. All children have equal access to a high quality, supportive and appropriate curriculum.

More Able Children

The class teacher in conjunction with the Assessment co-ordinator and the year group co-ordinator makes identification of children with these needs. It is recognised that

such needs may be in all or in one specific area of learning. Targets will be set for these children and work will be differentiated by task or outcome in order to provide challenges to match the children's ability and experience.

5. Equal Opportunities

The Policy reflects the school policy on equal opportunities where all children, irrespective of religion, age, gender, ethnicity, language or disability have an equal entitlement to receive a quality of education, covering the full extent of the curriculum.

6. Assessment

The progress of individual children's attainment is monitored by the class teacher through

- Monitoring progress using the progression of skills document completed by the class teacher termly.
- In Early Years, attainment will be recorded termly against the Development Matters statements and Early Learning Goals.

7. Historical Visits

Pupils should be made aware of Health and Safety issues and the visits are staffed according to Warwickshire County Guidelines.

8. Monitoring and Evaluation

The effectiveness of this policy will be based on the following criteria:

- Teacher assessments
- Reports to parents
- Individual children's records of attainments and progress
- Classroom observations
- Policy and practice review
- Reports to governors

8.2 Policy and Practice:

- Classroom observations are undertaken by the subject co-ordinator at least once per year for all classes, and by other members of SLT through the year.

- Inform the named governor with special interest in this curriculum area.

9. Bibliography

The National Curriculum – History: Programmes of study

Appendix - History Scheme of Work

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.