



## **History**

### **Intent**

At Westfields Infant School, we want children to develop the knowledge, skills and competencies to access the next stage in their learning. In addition to this, we actively encourage and motivate the children to develop positive attitudes, skills and habits so that they are well equipped for the future.

At Westfields Junior School, we aim to provide a history curriculum that excites and intrigues our children, stimulating their interest and understanding about the life of people who lived in the past and inspiring curiosity about Britain's past and that of the wider world.

Through their learning about aspects of local, British and worldwide history, children will gain an awareness of significant historical events, the importance of people's actions with an understanding of how actions have affected change with the passing of time. Our engaging curriculum equips children with historical skills and knowledge as they will have the opportunity to ask questions, conduct their own research and work collaboratively through the use of trips, visits, handling artefacts and other hands on experiences.

At Westfields Infant School, our history curriculum has been developed based on the [Statutory Framework for the Early Years Foundation Stage](#) where the foundation of historical knowledge and skills are evident in 'Understanding the World' and the [National Curriculum for History](#).

The National Curriculum for History aims to ensure that all pupils are taught:

- 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;
- the 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.

### **Implementation**

History in Reception is taught through Understanding the World (UtW) which involves children developing a sense of time, starting with themselves and their own experiences. They do this by looking at their own family and understanding its history. Children begin to understand the differences between things in the past and now and they are encouraged to develop the skills of asking questions through enquiry about the lives of others beyond living memory. We use stories and settings to allow the children to comment on their discoveries and work collaboratively to share their findings, make links and notice differences between our lives now and life in the past.

As children enter Key Stage 1, this work continues, as well as developing their understanding of history through discrete units of study which include investigating local history, significant events in the past and making comparisons between significant individuals.

All history units are taught through Hampshire's recommended 'Six Step Enquiry' approach. This encourages the children to become more independent learners, taking responsibility for their own learning. The children are encouraged to ask questions and develop their own lines of enquiry, using research skills to facilitate this. We approach learning creatively and understand that there is more than one way to achieve an objective or accomplish a task, in order to make lessons more engaging and accessible to all.

Artefacts are used to help them develop historical enquiry and observational skills and children have the opportunity to take part in enrichment days to support topics such as The Great Fire of London.

## **Impact**

The impact of our history learning can be seen within books, on classroom and whole school displays and by speaking to the children themselves. We measure the impact regularly through:

- Whole class and verbal feedback
- Recapping prior learning at the beginning of each lesson and plenary activities
- Teacher assessment, self-assessment and peer assessment of learning
- Completion of the History Foundation Subject Assessment document at the end of each unit, identifying children not achieving expected standard and those exceeding
- Subject monitoring e.g. pupil conferencing, book monitoring and planning monitoring

By the time our children leave Westfields Infant School, they demonstrate an interest in and fascination with the past. They first build their understanding of time and the language to explore and discuss historical concepts. They ask questions and seek answers through enquiry, research and investigation, thinking about their own past, in the first instance, giving them the building blocks to recognise changes over time. As children become more accomplished historians through Key Stage 1, they are able to refer to past events and figures and endeavour to understand these in a wider historical context by making links with the past and present. They study historical themes in depth and can make comparisons between their own lives and the lives of people at different points in history.