



# St Faith's

Church of England  
Infant and Nursery School

## **Curriculum Policy for History**

"Our inclusive St Faith's family strives to enable all to achieve their full potential and inspire a community of hope and friendship.

We seek excellence by ensuring a safe, respectful and flourishing learning community, where differences are celebrated and our genuine love and high expectations make a difference to all."

*Oscar Romero .... "Aspire not to have more, but to be more."*

### **Introduction**

As a Church School, the distinctive Christian values of respect, compassion, trust, justice, friendship and community are promoted through the experiences we offer to all our pupils, to give pupils the knowledge, skills and understanding that they require to lead confident, healthy and independent lives. We promote the teaching and understanding of fundamental British values in order to prepare pupils for life in modern Britain. We positively teach the values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Teaching the fundamental British values helps the children to become informed, active and responsible citizens.

This policy outlines the purpose, nature and management of **History** in our school. It reflects the consensus of opinion of all members of staff. It is based on current practice and has the full agreement of the governing body. The implementation of this policy is the responsibility of the Head teacher, teaching staff and support staff. It is our collective responsibility to raise awareness and that all policies are known, understood and used in an appropriate way. History is a foundation subject in the National Curriculum and is part of Understanding the World: Past and Present in the Early Years Foundation Stage (EYFS).

### **History Intent**

At St Faith's we make History an exciting, meaningful and practical learning experience. Children will gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire children's curiosity to know and find out more about the past.

Children develop an awareness of the past, using common words and phrases relating to the passing of time. They will gain an understanding of some of the ways in which we find out about the past, and identify different ways in which it is represented.

### **Implementation of History**

We aim to encourage our children to remember knowledge and build on their prior learning by ensuring we carefully consider how knowledge is sequenced. Teachers must understand what pupils must know and be able to do in each subject by the end of each academic year; they must recognise what has come before and what pupils will continue to learn in the next year.

Our curriculum design is based on two main principles:

- 1) Learning is most effective when spaced rather than blocked.
- 2) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

Some of our content is subject specific, whilst other content is combined in a cross-curricular approach.

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## **Implementation across the school**

### **Early Years:**

In the EYFS, the ways in which every child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

**Nursery** children are taught History through the following area of learning:

*Understanding the World: Past and Present*

Begin to make sense of their own life-story and family's history.

**Reception** children are taught History through the following area of learning:

*Understanding the World: Past and Present*

Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past.

**ELG:** Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

### **Key Stage 1**

In accordance with the National Curriculum, children are 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, Neil Armstrong, Florence Nightingale, Mary Anninig and Edith Cavell).
- Significant historical events, people and places in their own locality.

In Key Stage 1, History is taught through the half termly topics throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic, and consideration has been given to ensure progression across topics throughout each year group across the school.

At the beginning of each topic, children are able to convey what they know already as well as what they would like to know or find out. This ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

Cross curricular outcomes in History are specifically planned for, with strong links between Geography, English and IT identified, planned for and utilised. The local community is fully utilised, as appropriate, to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

In addition, each year we celebrate our school with a 'Plesiosaur Day', as part of this all classes learn about the History of our very own plesiosaur and take part in activities on this theme to celebrate our school's History.

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The distinctive Christian values of respect, compassion, trust, justice, friendship and community are promoted through the experiences we offer to every child, in all areas of the curriculum

### **Assessment**

In this subject, we use three main types of assessment to help us to support all pupils in their achievement:

**1. In-school formative assessment** is our day to day assessment, based on what children show us they can do in a lesson. This can be in the form of observation, discussion, feedback, questioning, note taking, photo or video evidence, use of Tapestry or marking and is used to guide the teachers planning for the next lesson.

**2. In-school summative assessment** is usually carried out at the end of a topic or a term. This can be in the form of the above, or in the form of a quiz or an independent task or activity. It measures what particular level a child has reached in their learning and whether they are below, at or above the nationally expected level for their age.

In our school, in Key Stage 1 we track progress across each year group in 3 stages: 'working well below', 'working below' and 'working at expected level'. This information is recorded onto the school's tracking system and discussed amongst staff to identify any less effective areas of the subject, and pupils who need additional support or intervention.

In the EYFS, we use our own tracking systems based on careful observations and teacher assessments and we record this on Scholar Pack. Observations are recorded on Tapestry, our online learning journal.

**3. Nationally standardised summative assessments** are carried out at statutory times. History is assessed as Understanding the World: Past and Present at the end of the Foundation Stage (Reception) for the EYFS.

### **Monitoring and Evaluation**

It is the job of the History co-ordinator to ensure that there is progression across the school. The subject leader monitors the subject through observations and drop-ins, work scrutiny, planning scrutiny and pupil voice. The information gathered is fed back to all staff and relevant actions taken, if required.

### **Review**

The Headteacher and staff will regularly review this policy document. Any amendments will be presented to the governors for consideration at the next meeting after that date.

Alison Hul  
September, 2025

### **Review**

Approved by the governing body on:-	
Signed (Subject Leader)	<i>Alison Hul</i>
Review Date	September 2027