

History Policy

MISSION STATEMENT:

The Carrington Schools Federation: an ambitious, caring, and inclusive community.

Carrington Infant School (Carrington Schools Federation)

VISION:

To be a nurturing community that develops respectful, resilient, and happy children with the self-belief, knowledge, and skills to thrive in the future.



Date Policy last reviewed: December 2025

Signed by:

Head Teacher: Kate Cliffe

Date:

Chair of Governors: Nadia Zachary

Date:



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History Policy

1. Purpose of the Policy

We believe that policies should reflect the ethos and beliefs held by the whole school community, therefore a wide range of representatives were actively involved in the compilation of this policy. The people involved in this process are:

- SLT
- Teaching staff
- Governors

2. Subject Vision

Our History subject vision is for children to be excited to make connections between the past and present. An awareness of chronology is developed alongside an appreciation of how the actions of people and key events moulded the world we live in today. Exploration of artefacts and critical analysis of resources help develop understanding that the past is part of all our stories.

Through History, Carrington Infant School aims: -

- To stimulate the children's interest and understanding about the life of people who lived in the past.
- For the children to develop a sense of identity and a cultural understanding based on their historical heritage.
- To develop an understanding as to how events in the past have influenced our lives today
- To teach the children to investigate these past events and, by so doing, develop the skills of enquiry, analysis, interpretation and problem solving.

In Early Years, History is taught as part of 'Understanding the World'. In Key Stages 1 and 2, three units of History are taught in each academic year. This is shared out throughout the 6 half terms with Geography taking up the other 3. This allows children to enhance their historical knowledge and understanding throughout the duration of each unit. This also promotes the achievement of a greater depth of understanding by the end of each unit.

3. Aims and Outcomes

- To promote an interest in the past
- To learn about changes within their own living memory.
- To learn about events beyond living memory that are significant nationally or globally and events commemorated through festivals or anniversaries.
- To learn about the lives of significant individuals in the past who have contributed to national and international achievements.
- To develop an understanding of events over time and in a chronological structure.
- To learn to study historical evidence and be able to ask and answer questions about the past and understand key features of events.

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- To develop a knowledge and understanding of historical development in the wider World.
- To develop the ability to communicate historical knowledge and understanding using the vocabulary of everyday historical terms.
- Explore significant historical events, people and places in their own locality.
- To encourage children to understand other people, their beliefs, thoughts, values and experiences.
- To develop an awareness of the world around them.
- To understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- To compare aspects of life in different periods.

Through historical topics we will also:

- Encourage children to develop empathy
- Develop historical enquiry
- Encourage communicating history dramatically, verbally and narratively
- Develop research skills

4. Teaching and Learning

The learning objective for each lesson is informed by the National Curriculum 2014, which we use to ensure coverage and consistency. The units were chosen after conducting a Pupil Voice. The children showed great interest in the assemblies and lessons in which they had learned about Queen Elizabeth II's life (at the time of the Platinum jubilee and also when she sadly passed away). They were keen to find out about more about her, therefore we have introduced the unit 'Famous Queens'. The children also spoke highly about learning about Guy Fawkes, Travel and Transport, as well as Dinosaurs. Teaching and learning in History is supported by a wealth of resources, including artefacts, timelines, old maps, pictures, books, diaries, websites, videos, local walks, talks from local residents about the history of Flackwell Heath, as well as trips to museums and Windsor Castle.

Learning is progressive through the school with previous learning being built upon. Throughout the school, units of work are embedded with key knowledge, which itself has been mapped, along with key skills, to support assessment and ensure progression across the school.

Through their work in History, Reception learn about the similarities and difference between how they are now, compared to when they were a baby. They will explore traditions and celebrations, thinking back to how they have celebrated these events in previous years. They also compare traditions and celebrations, such as The Chinese New Year, to their own traditions and how they celebrate events. Holidays that they have been on are recalled and children are encouraged to use historical vocabulary to describe past events in their own life. When sharing Fairy Tales, the children will gain an understanding that these stories have been passed down from

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generation to generation. The history behind the school's logo is introduced to the children through hearing from a local resident about the local cherry-picking history of Flackwell Heath. They look further back in time to find out about dinosaurs and that Guy Fawkes' actions in the past started the yearly tradition of Bonfire Night.

Year 1 build upon this learning of the origin of Bonfire Night by looking in more detail at the motives and actions of Guy Fawkes, such as why and how he and his conspirators plotted to blow up the Houses of Parliament, in addition to sequencing the main events and what life was like at the time. The children learn about how toys have changed over time. During a visit to the Wycombe Museum, (locally called 'The Chair Museum'), children have the opportunity to handle historical toys and sequence them into chronological order. They also explore the local area's furniture making history, a local industry that brought furniture makers and workers to settle in Flackwell Heath. We are fortunate to have a photo resource of pictures of around Flackwell Heath in the past and present. The children use this, along with maps from the past (displayed opposite our school gates) and local knowledge from a Flackwell Heath resident, to compare the village now and in the past. This occurs during a Geography local area topic, which includes a walk around the village to some of the photographed locations that we are fortunate to be able to look at from the past. The children explore and identify the significant local cherry names around Flackwell Heath, building upon the knowledge that they discovered in Reception about why our school logo is of cherries. The children find out about the voyages and discoveries of Matthew Henson and Neil Armstrong. They learn about the key discoveries and the impact that they had on life, as well as comparing the two explorers, life at those times and also to modern life.

Year 2 explore life in 1666 and the key event of the Great Fire of London. Samuel Pepys' diary and artefacts, pictures and maps are used to find out about this past event. The children find out about why it spread so quickly, how the fire was tackled and the important lessons that were learnt that made London safer. A timeline of events is created and the children are encouraged to compare modern firefighting equipment with that used in the past, when Fire Fighters visit the school during their annual visit. The history of transport is examined to find out how transport has changed over time, with focusses on cars, trains and flight, along with the significant people who have contributed to the design and development of these modes of transport. Past and present modes of transport are compared. A trip to Brooklands Museum allows the children to experience this history through seeing these historical changes in real life. Year 2 examine the achievements, similarities and differences of three key female figures in British history: Queen Elizabeth I, Queen Victoria and Queen Elizabeth II. They explore life at each of these times and compare them with modern day life. In addition to this, we are fortunate to be able to visit Windsor Castle to find out about the history of the castle and how a castle was/is used by a monarch. They also look at how castles were built to protect the inhabitants, exploring castle features, and the different jobs people did within it. We look back to the recent change of monarch, where they children can recall their own experiences of celebrating the significant historical event of a coronation. As well as thinking about how the change of monarch to King Charles III has already affected and will affect life. For local History, the children find out how our school got its name, why we have a recreation ground in Flackwell Heath and who Lord Carrington was.

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We mark Black History Month through the start of sharing a wide selection of books about key historical figures, and stories with an emphasis on Equality and Diversity. We continue to explore these through the year, so that the children can find out about Historical figures from a variety of different backgrounds. Historical figures, include Mary Seacole, Rosa Parks and Martin Luther King, as well as more modern examples of key Black figures, such as Barak Obama and Marcus Rashford. When sharing these books, the children explore what life was like during these different time periods, and what these important icons did to create change and equality. Links are made to our school values of Kindness, Respect and Honesty, with the children reflecting on how we can learn from the past to make the world a better place for all.

Each month the whole school learn about a different historical EDI figure to further enrich their learning about important figures who are from a diverse background. These learning opportunities teach the children about important figures who have made an important change to the world, overcoming racism and stereotypes. The children are inspired by them and are further able to learn from the past in order to make a change for good for the future. This is a joint venture with Carrington Junior School, helping to create a link between the two schools on a monthly basis.

5. Curriculum Overview

History	EYFS	Year 1	Year 2
Autumn 1	All About Me: Similarities and difference of how we are now and when we were a baby	Toys Past and Present Including Local History trip to Wycombe Museum (toys and local history of chair making)	Great Fire of London Great Fire of London Workshop
Autumn 2	Bonfire Night: Guy Fawkes Christmas: The Christmas Story is set in the past and comparing differences to now How we have celebrated events in the past.	Guy Fawkes and the Gunpowder Plot	
Spring 1	Fairy Tales stories passed on through the generations Chinese New Year: What is the same, what is different to some of the traditions we have.	Local History: Geography topic 'Our Local Area' includes exploring the significance of the local cherry-picking history to our school logo, local road names, GP surgery, pub names etc. Comparison of Flackwell Heath in the past and present using photos and old maps	Travel and Transport including a trip to Brooklands Museum
Spring 2	Easter in the past	Intrepid Explorers	
Summer 1			
Summer 2	Dinosaurs Holidays in the past Local History: explore why we have cherries on our school logo. Discuss the local area's cherry-picking history		Famous Queens and Castles including trip to Windsor Castle Also includes: the coronation of King Charles as an important historical event. Exploring how the recent change of monarch has impacted national life.

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6. Cross Curricular Links

The contribution of History to teaching in other curriculum areas;

English

History makes a significant contribution to the teaching of English at Carrington Infant School because it actively promotes the skills of reading, writing and speaking and listening. We ensure that some of the texts that we use in English are historical based, such as in our reading scheme and guided reading texts. Texts are used in history lessons as a source of historical evidence, for example Samuel Pepys' diary in Year 2. English skills are developed through writing about their historical knowledge. Artefacts are used to develop historical enquiry, whilst also developing speaking and listening skills, along with activities such as hot seating and drama.

Mathematics

History in our school contributes to the teaching of mathematics when we use timelines and dates. It helps the children develop an understanding the passing of time. Key events from the period that the children are learning about are sequenced in chronological order. Year 1 learn about decades, when using this to order toys.

Computing (ICT)

We offer children the opportunity to use websites and online activities as a source of historical information. History is brought to life through the use of video clips, photos and pictures to show and explain what life was like during the historical period that is being studied. Websites are used as sources of information and to research. Year 1 use VR Headsets to explore space when learning about explorers.

Personal, social and health education (PSHE)

History contributes significantly to the teaching of personal, social and health education as lessons can be learnt about past events and time periods. For example, children studying about The Great Fire of London consider safety and the lessons learnt from this significant event. Children learning about other time periods and events make decisions about whether life has changed for better or for worse, for example when considering living conditions and health in the past. History in our school promotes our values through respect and tolerance of others, such as when we celebrate Black History month and this is continued to be promoted through History units across the academic year, as well as in monthly class assemblies about historical EDI figures.

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7. Assessment and Learning- Impact

Assessment is an integral part of teaching and learning in school. Children's progress will be monitored through observation and by using planning and learning objectives. Staff will assess children using Sonar. At Carrington Infant School we use PITA (point in time assessment) for a sample group of children who are tracked on Sonar using our skills/knowledge tracker. Any children working below age expected standards are noted and discussed at pupil progress meetings. This information will then be used to inform future planning as well as to sustain continuity between classes and progression of pupils learning.

Assessment will be undertaken using the following methods;

- observation of pupils
- talking with pupils (Pupil voice)
- marking written work
- self-assessment
- peer assessment
- the evaluation of discussion
- learning walks

Outcomes in children's work evidence a broad and balanced History curriculum and demonstrate children's acquisition of identified key knowledge. Children review their own

successes in achieving the lesson objectives at the end of every session. Children also record what they have learned comparative to their starting points at the end of every topic with the completion of 'Sparkle books' at the end of each half term. As children progress throughout the school, they develop a deeper knowledge and understanding of the past.

Resources

The introduction of artefacts and other sources is made in Early Years and continued through to year 2. Historical enquiry is encouraged through the children asking and answering questions about the past from examining artefacts. We are fortunate to be able to visit our local Wycombe Museum, Windsor Castle and Brooklands Museum allowing us to discover about History through hands on experiences and seeing real life historical objects, buildings and modes of transport. We learn about the historical significance of the cherries on our school logo and make use of local historical knowledge when a local resident speaks to the children about what life used to be

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like in the village. Use of past and present photos of Flackwell Heath are also used and compared on a walk of the local area. Mrs Baker also visits Year 1 to talk about her own experience and relates this to the experience of Matthew Henson. The children learn a wealth of information and enjoy questioning what life is like in the Arctic.

Planning takes place collaboratively, with parallel-class teachers. The National Curriculum is used to ensure progression and consistency. It is saved electronically for ease of access and is informed by the knowledge and skills progression maps, as well as the topic overview. Key vocabulary is used for the unit and new vocabulary is put into the class' vocabulary jars to regularly remind children of this. Cross curricular learning is also utilised, for example the Year 1 'Local Area' Geography topic includes local history of Flackwell Heath.

8. Roles and Responsibilities

- Ensure the History curriculum meets the aims and objectives of the school.
- Supports, guides and motivates teachers and other adults
- Ensure colleagues are aware of current initiatives.
- Evaluate and monitor the effectiveness of teaching and learning within the school.
- Monitor progress
- Review current practice in school, evaluating strengths and areas for development
- Review and revise policy
- Audit resources and order resources when needed
- Write action plan and Governor reports
- Attend relevant in-service training and prompt others about relevant training

9. Inclusion

All pupils are entitled to access the History curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure an appropriate level of challenge. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging History curriculum. This is supported through a number of links with places of historical interest in the immediate and wider locality which engage the children further through contextual and practical learning activities.

At Carrington Infant school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to

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maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, to ensure that tasks provide learners with an appropriate level of challenge.

10. Links to other policies

Assessment Policy

SEND Policy

EDI Policy

11. Monitoring and Review

Mrs Angela Gregg

Review Autumn 2026

See assessment and Learning