Durrington Infant & Junior Federated Schools

History Policy

Policy Last Reviewed	September 2026
Next Review Due	September 2027

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History Policy

Statement of disability awareness: *We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, medical condition, attainment and background. The school will ensure that all children have access to a balanced and broadly based curriculum, which is flexible enough to ensure that every child's needs are met, so that they can be fully included in all aspects of school life.*

We will strive to eliminate prejudice and discrimination, and to develop an environment where all members of the school community can flourish and feel safe.

Values

Together we...

Love learning
Have fun
Care and respect
Never give up
Succeed

Vision

Working together to succeed.

Mission Statement

At Durrington Infant and Junior School we promise to create a happy, secure and stimulating learning environment in which all members of the school are encouraged and supported to succeed.
We will develop a love of learning in children and adults which is inspired by a creative curriculum and quality teaching.
We will work together to challenge, inspire and motivate all children to become independent, confident and caring citizens.

Introduction

This policy reflects Durrington Infant and Junior School's values and philosophy to the teaching and learning of History and should be considered alongside the Early Years and National Curriculum programmes of study for History.

At Durrington Infant and Junior School we are committed to providing all children with a variety of learning opportunities to engage in history. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

History is about past people and events. It is concerned with chronology and is the study of artefacts and evidence. The children will learn about what past families and societies were like as well as beginning to consider how this influences our present. They will begin to

understand the similarities and differences between their own lives and those who have come before them. Pupils can thus gain a cultural understanding based on their own historical heritage, valuing their own and other people's cultures in modern multicultural Britain.

CURRICULUM INTENT

We are committed to providing all children with learning opportunities to enthusiastically engage in history so they can understand the importance of ***cause and consequence****. We aim to foster an interest that will help pupils to develop a sense of identity through learning about the* ***chronological*** *development of Britain, Europe and The World. Pupils will learn about* ***change and continuity*** *by exploring artefacts, events, and people of significance. Through this, pupils will develop a sense of their cultural heritage as well as the* ***diversity*** *of the world. Pupils can then come to understand their place in the world.*

Aims

In history, children will learn about significant people, societies, events, and artefacts through different pieces of evidence. In doing so, pupils will:

- *develop a sense of chronology;*
- *foster an interest in the past;*
- *develop an enjoyment of all that history has to offer;*
- *know about significant events in British history;*
- *have knowledge and understanding of historical development in the wider world;*
- *begin to appreciate what and how things have changed over time;*
- *develop the skills of investigation, analysis, interpretation, and evaluation.*
- *understand that historical evidence can be interpreted in different ways;*
- *develop an approach in assessing the reliability of evidence;*
- *expand their vocabulary to engage in more in-depth conversations using subject specific dialogue.*

CURRICULUM IMPLEMENTATION

Trips

Throughout the key stages, we make use of visits to historical sites, museums and visitors to nurture historical enquiry including:

- *Walk of Durrington*
- *Worthing Pier*
- *Worthing Museum*
- *Rainbow Theatre*
- *Buster Farm*
- *Bignor Roman Palace*
- *Paul Ulson*
- *Brighton Museum*
- *Newhaven Fort*

We also engage pupils' interests with historical events within school throughout the year including, but not limited to:

- *Bonfire Day;*
- *Remembrance Services;*
- *Other significant historical events e.g. Coronations and royal weddings.*

Expectations

Early Years:

In the Early Years Foundation Stage, the History curriculum is an integral part of Understanding of the World and is woven throughout the different topics looked at in EYFS. In Nursery pupils start by looking at 'Marvellous Me' and learning about themselves, using time phrases such as 'Before I came to Nursery…', 'When I was born…' and 'Before I was born…' Then, through child-led exploration, pupils examine other topics, building on their use of language in the past tense. As pupils move to Reception, they continue to explore the different spotlights in various ways. One example is pupils develop a strong understanding of chronology by making and looking at personal timelines as the academic year moves on. This enables them to understand how they are growing and changing. They also explore how farming techniques have changed and how they have continued to be the same in their Ready, Steady, Grow! topic. Pupils also learn about significant historical events, such as the Gunpowder Plot and Remembrance Sunday, which are then looked at again in KS1 and KS2. The topics in Reception are:

- *This is Me*
- *Let's Celebrate*
- *Into the Woods*
- *Ready, Steady, Grow!*
- *Happy, Healthy Me*
- *Journeys*

Key Stage 1 & 2:

The school uses the National Curriculum as the basis of its curriculum planning and references a historical progression of skills map to aid progression. The content has been adapted to the local context of the school. We make use of the local environment, making children's learning as contextu relevant to them as
possible. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge, and progression is sequenced so that the children are increasingly challenged as they move through the school.

In Key Stage 1, pupils will be taught about:

Learning is focused on British History and is explored through events which have happened since 0 CE. History is linked as much as possible to events within the children's locality to help see how their current environment is impacted by historical events.

Year 1:

- *Gunpowder Plot, the comparison of different monarchs and how Bonfire Night is celebrated in our locality.*
- *We're Going on a Bear Hunt: change and continuity within teddy bears as changes within the children's living memory well as significant historical places within their locality (Durrington Infant and Junior School). Pupils will also learn about the local author Julia Donaldson and Teddy Roosevelt as President.*
- *Exploring London: significant historical people (King James I) and significant historical events (Great Fire of London)*

Year 2:

- *Untraditional Tales: a comparison of castles from local hill forts to Arundel Castle and Buckingham Palace as well as exploring the death of Queen Elizabeth II and the coronation of King Charles III.*
- *I do like to be Beside to the Seaside: changes within their locality within living memory, reflected nationally (seaside holidays) as well as holidays abroad. Pupils will also compare Queen Elizabeth II and Queen Victoria.*

- Remembrance Day and how it is recognised and celebrated within their locality.

In Lower Key Stage 2, pupils will be taught about:

Pupils' learning continues to focus on British History but starts in Year 3 with pre-history. The topics are arranged in a chronological timeline to support pupils moving from Year 3 to Year 4.

- Stone Age to Bone Age: changes in Britain from the Stone Age to the Iron Age, including local Iron Age hill forts;
- Invaders and Traders: The Roman Empire and its impact on Britain, Anglo-Saxons, and Vikings; this includes how these changes are represented in the local environment.
- Our Environment – Winding Rivers: a study tracing how some aspects of national history are reflected in the locality.

In Upper Key Stage 2, pupils will be taught about:

Pupils' learning now moves to the wider world as their geography learning has supported their understanding of this. They continue to learn about pre-history as well as an in-depth study of World War II:

- Ancient Greece: a study of ancient Greek life and achievements, including the influence on the western world;
- Ancient Civilisations – Ancient Egypt: a study of where the first ancient civilisations developed before focusing on Ancient Egypt.
- World War II: a significant turning point in British history as well as how several aspects of national history are reflected in the locality. (D-Day, VE Day)
- Mayans: a non-European society that provides contrasts with British history.

Teaching Methods

We carry out curriculum planning for history in two phases: long term overviews developed by the subject leader and roadmaps developed by the class teachers. History is taught through History lessons, using **P**urple books which we have identified as being our books about the **P**ast. History lessons may use other mediums to support pupils' understanding such as art, DT or computing. This enables us to ensure pupils understand the changes and continuity that have helped to shape our modern world, through the lens of significant historical people, events, and artefacts.

Teaching methods will include:

- investigative, enquiry-based learning;
- use of chronological timelines;
- use of artefacts, photos, pictures and maps;
- close and critical reading of text;
- comparing and analysing different accounts of the same incident;
- co-operative group work;
- whole class discussion and debate;
- field work, visits to museums and historical sites;
- presentations by the teacher;
- storytelling, with regular references back to key texts;
- effective use of questioning;
- role play and drama;
- TV, radio, video, film, fiction and non-fiction books;
- computer software.

Inclusion

History is taught to children of all abilities and individual needs. History implements the school curriculum policy, providing a broad and balanced education to all children. Through

our history teaching, we provide learning opportunities that match the needs of children with learning difficulties, and we take into account the targets set for individual children in their Education, Health and Care Plans and Individual Learning Plans. We meet the needs of those pupils with special educational needs, those with disabilities, gifted and talented children, and those learning English as an additional language, and take all reasonable steps to support and challenge their learning. This is done in a wide variety of ways where all tasks given are accessible to the widest range of pupils. Scaffolds are then removed to ensure that pupils are sufficiently challenged as they progress through the task. The presentation of learning takes many different forms, meaning that teachers adapt and change the scaffolds within the lessons by responding to the needs to the children.

The responsibility of the senior leadership team

- To provide the subject leader with appropriate resources and time to complete courses, monitor the standards of history and nurture a passion for history across the schools.
- To provide the subject leader with appropriate resources and time to meet with year groups to discuss history planning, topics and work scrutiny.
- To liaise with the Governing Body and subject leader to resolve any history-related issues.
- Embody a passion for history by actively participating in WOW events.

The responsibility of the subject leader

- To undertake monitoring of standards in history and use this to inform the History Action Plan.
- Provide leadership and management of their subject to secure high-quality teaching and learning.
- Play a key role in motivating, supporting and modelling good practice for all staff.
- Take a lead in policy development and review.
- To communicate the spotlights of history to staff.
- To liaise with outside agencies, network effective historical resources and attend subject specific courses.
- To report to the Head teacher and Governing Body on History-related issues.

The responsibility of the class teacher

- To deliver history lessons within the agreed term on the topics outlined by the history subject lead.
- To use the timelines within each school to support pupils' understanding of history as a chronological sequence of events rather than isolated episodes;
- To begin history topics with a lesson using a timeline of some kind, including the timelines within pupils' history books.
- To highlight the spotlights mentioned earlier within the policy to pupils.
- To implement History-related teaching strategies, outlined by the subject leader, within their everyday practice.
- To make use of external historical resources either provided to them by the subject leader or self-sourced.
- To seek support from the subject leader, where applicable, in relation to the planning and teaching of History.
- To set exciting and engaging challenge tasks for their chosen topic every term.

The responsibility of the parents

- To support their child in carrying out and/or completing challenge tasks within their termly Challenge Homework.
- To permit their child to attend any school trips, WOW days and/or access resources to develop their child(ren)'s appreciation of History.

The responsibility of the children

- To be proud of their heritage and to share this with their peers and teachers.
- To use the timelines within the schools to engage with their historical learning.
- To actively engage in any history-related school events, trips, and investigations.