



History

History Intent

At Portway Infant school we aim to provide a high-quality history education that fires children's curiosity about the past and enables them to understand how the past has shaped our modern-day life and the diversity of human experience. Such studies help the children to understand more about themselves as individuals and members of society.

Through our curriculum our intention is for the children to,

- Learn about how people's lives have changed and continue to change over time in the local area and in the wider world
- Learn about significant events and people that have shaped the development of the world and people's lives, including people from the local area
- Build a sense of chronology through meaningful timelines
- Develop the skills of empathy-and enquiry and ask questions and think critically
- Build historical vocabulary particularly relating to the passing of time
- Use a variety of evidence sources to make simple comparisons and judgements
- Enjoy high quality books to support learning in history

Implementation

We use a variety of teaching and learning styles including whole-class, individual, paired and group work. We believe that children learn best when they are encouraged to investigate, problem-solve and explore. We focus on enabling the children to think as historians so wherever possible we provide first-hand experiences where children can examine historical artefacts or replicas and primary sources such as photographs. We believe that out-of-school visits and visitors or workshops have an enormous potential for bringing history to life, creating a lasting impression on children. We include as many opportunities as we can to involve children in these experiences. We recognise and value the importance of stories in history teaching. Our children take part in role-play and discussions and make presentations. We encourage our children to ask as well as answer questions in an historical context.

Planning

Early Years Foundation Stage (EYFS)

History is taught as part of the Understanding the World strand of the Statutory Framework for the Early Years Foundation Stage under the Early Learning Goal Past and Present. The non-statutory Development Matters framework is also used. The knowledge and skills that we teach the children build throughout the year for all children to be assessed against the early learning goals at the end of the year.

Key Stage 1

In years 1 and 2 we base our planning on the National Curriculum 2014 and use a topic-based approach.

We develop cross-curricular links with other subjects as we believe children learn best when they are developing their skills in a meaningful context. Some topics lend themselves more to the teaching and learning of historical skills and objectives so in some terms there will be more of an historical bias. However, we continually revisit prior learning. A timeline of our historical

learning journey throughout school and key vocabulary is displayed in classrooms. A history curriculum map and progression grid provide an overview of the progression of skills and knowledge from EYFS to Year 2.

Impact

We assess our children through both written and verbal evidence. Informal assessments are made on a continual basis and judgements are made about pupils' progress and understanding so we can identify who may require extra support or differentiated tasks. In Key Stage 1, children have the opportunity to talk about their history learning in a 'topic talk' book and teachers address understanding and misconceptions during this time. Teachers use these topic talk sessions and class work to complete Sonar. We identify children who are working at or below age-related expectations. All teachers draw upon their assessments and knowledge of their children to produce an end-of-year report to inform parents and the child's next teacher about the progress of individuals.

History and Inclusion

At Portway Infant School we teach history to all children. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or ability. We provide learning opportunities that match the needs of all children including those with SEND and those who are more able. We also take into account the targets set for children in their Individual Education Plans (IEPs) where appropriate.

Resources

History resources are kept in boxes in the store cupboard off the hall. In the library we have a range of historical non-fiction texts to support the development of children's research skills. Each member of staff is responsible for returning equipment to the central store and reporting any damaged or missing items to the subject leader. The subject leader will monitor the condition and suitability of the resources and when funding is available, will purchase new resources following consultation with staff.

Health and Safety

For health and safety issues our school follows the guidance contained in its policies on Educational Visits and Health and Safety and teachers carry out a risk assessment prior to any trips.

Monitoring and Review

The curriculum leader has the responsibility of monitoring and reviewing planning, teaching and learning through lesson observations, work scrutinies, questionnaires or discussions with children. The school monitoring system allows the subject leader to determine effective curriculum coverage, the quality of teaching and learning, alongside the children's experiences and attitudes to history. This information is then used to further inform curriculum developments and provision. The subject leader gives the headteacher and governors an annual summary report in which the strengths and weaknesses in history and areas for further improvement are identified.

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Reviewed spring 2026

To be reviewed in spring 2029