



Hamp Nursery and Infants School

**History Policy
2026 - 2027**

Introduction:

At Hamp Nursery and Infants school our curriculum has been developed to meet the requirements of the National Curriculum for KS1 and the Early Years framework for Nursery and Reception. It includes not only the formal requirements of the National curriculum but also a range of extra activities that the school organises in order to enrich and enhance the experiences and learning of our children in their local context. We believe that children learn best when their learning is fun and meaningful. Our school curriculum has been planned to ensure the children acquire both knowledge and skills. It is a cross-curricular approach centering around each "Literacy Tree" story, with a specific question heading to stimulate curiosity and interest. It is carefully structured to ensure the progression of knowledge and skills with opportunities planned to provide opportunity to build upon these skills and knowledge and to firmly embed both, helping our children to develop a life-long love for learning.

We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. We are fully inclusive at Hamp Nursery and Infants School and highly value the individuality of all our pupils and staff. Our curriculum has the flexibility to ensure all our children can become successful lifelong learners able to make a positive contribution to society and to future generations.

Curriculum Intent:

At Hamp Nursery and Infant School, we aim to provide an engaging learning of History experiences which stimulates their curiosity.

By the end of KS1, we provide the children with a broad and balanced view of the History of Britain and other societies. As part of this, children will develop a well-rounded knowledge of the past and its events, with the intention to improve every child's understanding of the world around them and their own heritage.

Aims

The aims of teaching History in our school are:

- To develop an awareness of the past, using common words and phrases relating to the passing of time.
- To know where people and events they study, fit within a chronological framework.
- Draw on similarities and differences within given time frames and across previously taught History.

- To use appropriate Historical vocabulary.
- To discover links and connections to the History they learn and the wider community and local area.
- Further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles.
- Differentiate between source types.
- Enquire in to Historical themed questions and form their own opinions and interpretation of the past.

Curriculum Implementation:

The curriculum is monitored by the History co-ordinator. We have planned our curriculum around the Literacy Tree stories, which are introduced with a different question to stimulate learning across all areas of the curriculum. Each of the story themed plans include all areas of the curriculum and must be taught as a whole unit. Within lessons, children may be taught in whole class or small groups, as appropriate.

EYFS - Reception

Cave Baby/ Bringing the Rain to Kapiti Plain (Autumn A)	Naughty Bus/I will never eat a tomato (Autumn B)	I am Henry Finch/Look Up! (Spring A)
-Talk about the family connections within the 'Cave Baby' story and discuss similarities and differences across our families. Look at young and adult animals. Match young and adult animals. Talk about how humans and animals grow.	- Explore the role of a gardener, past and present. Sequence how seeds grow.	- Experience local town walk, looking at bridges and Friday market. Look at different markets from the past and present. Compare features of markets.
Billy and the Beast/I want my hat back. (Spring B)	The Extraordinary Gardener/The Tiny Seed (Summer A)	Night Pirates/Lost and Found (Summer B)
-Talk about lives and the people around us. Look at pictures of children's past growing up. Talk about change. Sequence pictures of own lives. -Make links to our own lives discuss what we want to do when we grow up. Houses and Homes: Look at different types of homes. Compare features of old and new homes	-Explore the role of a farmer, past and present -Find out about the role of pirates in the past. -Find out about different jobs about people in our community.	- Talk about what we mean by the past. Explore the seaside from the past and talk about the differences across the seaside. - Explore fossils and talk about dinosaurs through storytelling. - Talk about own experiences of going to visit seaside places.

Year 1

Where the wild things are/Julian is a Mermaid (Autumn A)	Beegu/Pig the Pug (Autumn B)	The Comet/Astro Girl (Spring A)
- Significant People in History: Jane Goodall Link to jungle animals- Gorillas. What environment did she work in? What did she do? Unusual job. She writes books including children's books. Also promotes climate change.	- Significant People in History: Teddy Roosevelt. - Look at the history of Teddy Bears. and compare teddies from the past with those from the present. How have they changed? What are they made from? - Famous teddy bears (Rupert, Winnie-The-Pooh, Paddington, etc.)	- Significant People in History: Admiral Blake - why he was a significant person to our local area. How did he shape our modern world? - Compare differences and similarities between in clothes in the past and present. - Investigate the different types of transport which has evolved since Admiral Blake. Explore how transport has changed over time.
The Odd Egg/ The See Saw (Spring B)	Stanley's Stick/Dinosaur and all that Rubbish (Summer A)	Izzy Gizmo/A Walk in London (Summer B)
- Significant People in History: To introduce William Morris (links to art) Find out about his life and work using textiles.	-Significant People in History: Edmund Hillary. -What is an explorer? -Comparing differences between explorers' equipment from the past and present.	-Explore the local history of Bridgwater through learning about Bridgwater Castle. Visit the town and where the castle used to stand. Links to Geography castles in the UK capital. - Learn how Bridgwater grew around the docks and the river. Name the River Parrett, learn about where it starts and ends. Visit the river and have a picnic (Barnaby Bear) - Significant People in History: - Queen Elizabeth II. Learn about who she is and explore the significant events during her life e.g. when she was born, when she became Queen. -Explore homes and how they have changed over time. - How did people make food and what did they eat before electricity or gas?

Year 2

Lubna and Pebble/ Tadpoles Promise (Autumn A)	Jim and the Beanstalk/ We are Water Protectors (Autumn B)	The Minpins/ The Bear Under the Stairs (Spring A)
- Significant People in History: Neil Armstrong - Find out about the significance of the moon landing in 1969 - Explore more recent space exploration e.g. the Mars rovers. Research and discuss female space explorers and Captain Cook. Link to history of exploration - sea explorers	- Significant People in History Frida Kahlo (link to art) Introduction to who she was and look at her life and work. When creating observational drawings and looking at Mexico. Introduce her and what she did.	Local history: -Link topic exploration of colour by discussing how the colour red is historically an important to Chinese people and is used in many Chinese festivals - link this to local history of Bridgwater Carnival. Look at the history of Bridgwater carnival and costumes. -Compare the carnival in our country and around the world. (Barnaby Bear throughout all areas.)
Iggy Peck Architect/ Rosie Revere Engineer (Spring B)	Ocean Meets Sky/ Dear Earth (Summer A)	The Last Stop on Market Street/ The Journey Home (Summer B)
- Significant People in History Isambard Kingdom Brunel Look at 'Clifton Suspension Bridge'. Find out information and facts about the bridge. Look at how it was made and how it was built. - Compare to bridges from the past and present. - Significant local Place: Bridgwater Docks- Explore the significance of the docks to Bridgwater. How were they used in the past? What it brought to Bridgwater? Link to the creation of the canal and how Bridgwater was a market town. Local history for background.	- Charles Darwin - Galapagos Island, theory of evolution - Look at important people who advocate for the environment - Greta Thunberg, Rachel Carson and David Attenborough - Extinction events from the past eg. Dinosaurs, Dodo Birds Explore more recent space exploration e.g. Mars Rovers. Research and discuss female space explorers and Captain Cook.	- Significant People in History Henry Ford Find out about how Henry Ford produced cars? What did he do? How did he do it? When was it? Where? - Look at cars through the past and over time, how have they changed? - Remembrance Day. Stonehenge. - Mary Anning -fossils.

EYFS

In the **EYFS**, children will develop an awareness of History as part of their learning and is taught through the area, Understanding the World. Throughout the Reception year, the children will learn to:

- Talk about the lives of the people around them and their roles and society.
- Know some similarities and differences between things in the past and now, drawing on their first-hand 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 Key stage 1, children will learn about significant people and their lives who have contributed to national and international achievements within History. They will learn about key events and changes both within and beyond living memory. They will explore historical events, people and places within their own community.

Year 1

In **Year 1**, the skills and understanding from the EYFS will be developed upon. History is taught through subject themed lessons, curriculum weeks and WOW starter days. Children will learn about:

- The lives and contributions of significant people from our local community, the United Kingdom and beyond.
- To explore significant events and places within the wider community and local area.
- Differences and similarities between the past and present.

Year 2

In **Year 2**, the skills and understanding from Year 1 will be developed upon. History is taught through subject themed lessons, curriculum weeks and WOW starter days. Children will learn about:

- Changes within living memory and how they have impact national life.
- The lives and contributions of significant people from the United Kingdom and around the world.
- Local History of the area including significant people, events and places.
- Events beyond living memory that have significance nationally and globally.

Curriculum Impact:

Through the planning and provision of History experiences, children will develop critical and analytical thinking skills. They will make informed and balanced judgements based on their knowledge of the past. Children will become increasingly aware of how historical events have shaped the world that they currently live in. Children will develop enquiry skills to pursue their own interests within a topic and further questioning. Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

We will assess the impact of our intent and implementation through summative assessment, teacher assessment, moderation, book and planning scrutiny, lesson observations, pupil progress meetings, marking and feedback and conversations with the children. Teaching and support staff will assess children's learning against the lesson objectives. The lesson objectives are reviewed after each lesson. This will be through taking photographs, looking at children's work and recording children's verbal contributions to the activity and use of new vocabulary. This will demonstrate that children have been taught a broad and balanced history curriculum. School trips around the local area and further afield provide further relevant and contextual learning.

Speaking and Listening

At Hamp Nursery and Infants school we place a higher emphasis on the development of Speaking and listening skills. As well as its vital role during the teaching of our Literacy

Tree stories, this will be reflected in all areas of the curriculum, both in planning and in time allocation. As a whole staff we have worked on developing the teaching and practicing of Speaking and Listening throughout the school. All lessons will, in some part, provide opportunity for speaking and listening development. At the beginning of each new topic for the half term, teachers will create a medium-term plan to show the areas of speaking and listening that will be taught during that topic area. These areas will then be taught and practiced throughout the half term during planned activities and lessons. Teachers will show where the planning of teaching and practicing of Speaking and Listening will take place in lessons by highlighting the text on their planning.

Teachers and TAs will at all times demonstrate good models of spoken English and good models of interpersonal communication through story-telling, reading aloud, class and group discussions and one to one conversation with children and with other staff.

SEND

At Hamp Nursery and Infants School, we recognise that all pupils are entitled to high quality provision that enables them to achieve their potential across all subjects. We believe in positive interventions, removing barriers to learning, raising expectations and levels of achievement in order to provide a positive educational experience for all our pupils. All pupils follow the Early Years framework and National Curriculum at a level, pace and challenge that is appropriate to their abilities.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. In the whole-class work and small-group work, teachers and teaching assistants will involve and support all pupils by differentiated questioning; by demonstrating skills in action and by reinforcing key points. Some children may receive pre-tutoring or may work in a small group. In group time, additional needs will be addressed through tailored work in ability groups and the use of support staff, to consolidate key points. Where applicable, children who have been identified as having an individual or specific need may have a Pupil Passport and provision map with identified SEN support and short term targets.

EAL

At Hamp Nursery and Infants School, we are committed to ensuring that every child succeeds and reaches their full potential, irrespective of the barriers to learning that they may face. We are dedicated to raising the achievement and attainment of pupils with EAL, enabling them to maximise their progress and attainment within a positive, nurturing, secure and safe learning environment. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners. Through effective planning, organisation, teaching and assessment procedures and the use of resources and strategies, we aim to meet the needs of pupils who have English as an

Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

Gifted and Talented

As a school we work to ensure that we are providing effective provision for Gifted and Talented children. Class Teachers will identify children they consider to be particularly able; gifted and talented in their class. This can be any area of the curriculum where they demonstrate a particular strength or skill. These skills will be recognised to enable the children to be challenged to ensure that they reach their full potential. Class Teachers are responsible for extending the children's learning in their class.

Class Teachers will inform the Gifted and Talented coordinator who keeps a register of all class children's strengths in the school. Using this valuable information, the coordinator will plan enrichment activities where required in liaison with Class Teachers and Subject coordinators.

Diversity and Equality

At Hamp Nursery and Infants School we are committed to ensuring that all our children have equal opportunity to access all subjects at a level appropriate for their development and ability, regardless of race, gender identity, disability, religion or belief, sexual orientation, or socio-economic background. We designed the curriculum to be flexible in order to ensure that all children make good progress and achieve success. We teach our children what it means to be part of a diverse society and the importance of inclusion and equality, this is interwoven through our curriculum and promoted across all subject areas. All staff have an inclusive attitude and uphold this in their teaching ensuring all children are valued, represented and treated fairly. The SENDCO and EAL coordinator and Gifted and Talented coordinator provide additional support both within and out of the classroom setting.

Online Safety

At Hamp Nursery and Infant School, we have a whole school approach to online safety. As part of a broad and balanced curriculum, we have ensured that this is fully embedded and incorporated through all subjects and all aspects of school life.

Differentiation

The goal of differentiation is to ensure that all children have equal opportunities to be successful learners; that they are all able to meet their intended outcomes, make good progress and understand their next steps. At Hamp Nursery and Infants school we are committed to ensuring that every child succeeds, irrespective of their starting points or any barriers to learning. We value personal progress equally with academic progress and are careful to group the children in ways that promotes positivity and develops

self-esteem. We are dedicated to providing quality-first teaching with appropriate differentiation to meet the needs of all our learners. There are four main learning styles; visual, auditory, kinaesthetic and experiential. In our setting differentiation to meet the children's learning styles may take on many different forms. Children may work in whole classes, small groups or even individually. They may work indoors or outdoors; some may work practically with the support of resources, others may learn best through discussion or interaction, and some learn more formally by listening and following instructions. Class teachers have the flexibility and freedom to use their expert knowledge of the children they teach to plan in the way that best suits the needs of their individual learners. This may look differently in different classrooms; pace, depth of learning and expected outcomes will all be planned appropriately to meet the children's needs, ensuring they are all able to become confident successful learners. Adult support will be directed by the class teacher depending on the specific needs of the class and individuals. In all classes, teachers will plan focused and engaging lessons that encourage children to learn. Lessons should be prepared in advance with a clear learning objective, which must be communicated to the children in all cases. Administrative tasks must be kept to a minimum and children should be involved in all parts of the lesson.

Outdoor Learning

At Hamp Nursery and Infants school we are committed to ensuring we utilise our large and small spaces both indoors and outside. We have a large field which includes several species of mature trees, our forest school and wild area. These are continually being evolved and developed. These areas support learning in all areas of the curriculum. Outdoor learning has been recognised as crucial to children's ability to learn successfully and for their well-being. At Hamp Nursery and Infants school, outdoor learning is an integral part of our children's learning and as such has been interwoven into all areas of our curriculum.

Written by: Mrs Sally Williams - Autumn Term 2026

Approved by: Head

Approved by Chair of Governors

Review Date: Autumn 2027/2028 or in line with any statutory changes.