

Barnes Infant Academy

History - Policy on a Page



Intent

At Barnes Infant Academy, our history curriculum is designed to help children understand themselves, their families and the wider world through the study of the past. Our curriculum is written specifically for Barnes Infant Academy, taking account of our local context in Sunderland so that children make meaningful connections between their own lives, their community and historical events.

We recognise that children enter school with varied experiences and levels of language development. Therefore, our history curriculum builds knowledge progressively, prioritises vocabulary and oracy, and fosters a strong sense of belonging. Our intent is for children to develop secure historical knowledge and key concepts, while learning to talk about the past confidently, respectfully and accurately. This ensures children leave Barnes Infant Academy with the knowledge, vocabulary and learning behaviours needed for the next stage of their education.

Curriculum Design & Sequencing

Our history curriculum is knowledge-led and carefully sequenced from EYFS through to Year 2. Learning begins with children's own lives and immediate experiences before extending to significant events, people and periods beyond living memory.

Historical knowledge is broken into small, manageable steps and revisited over time so that learning builds cumulatively. This deliberate sequencing enables children to connect prior and new learning, laying secure foundations for Key Stage 2.

Vocabulary, Oracy & Communication

Vocabulary and oracy are explicitly prioritised within our history curriculum. Historical vocabulary is carefully selected, taught explicitly and revisited regularly to support children's understanding of time, change and chronology.

Teachers model subject-specific language and provide structured opportunities for children to talk about historical events, people and artefacts using full sentences. This supports all learners, particularly those with EAL, and ensures children communicate historical knowledge with confidence.

Inclusion

Our history curriculum is designed inclusively from the outset. Lessons reduce cognitive load, use clear modelling, and provide visual, practical and language-based scaffolds.

Adaptations may include:

- Pre-teaching and revisiting key historical vocabulary
- Use of images, timelines and artefacts
- Regular retrieval of core knowledge
- Flexible ways for children to demonstrate understanding

Enhancement & Cultural Capital

Carefully selected enrichment experiences enhance and deepen children's historical understanding. These align closely with curriculum content and sequencing, ensuring all children have equitable access to cultural capital that broadens their understanding of the past.

We have strong links with Sunderland's Winter Gardens and Museum, providing workshops and artefact boxes to support firsthand learning.

In Year 1, children visit Hylton Castle as part of the Kings and Queens topic. In Year 2, children visit Beamish Open Air Museum during their Victorian study to experience life beyond living memory.

Impact

As a result of our history curriculum, children at Barnes Infant Academy:

- know more about the past and remember key historical knowledge
- use historical vocabulary confidently
- understand that the past is different from the present
- show curiosity about people, events and experiences beyond their own lives
- demonstrate respect for different communities, cultures and histories

This policy reflects our Barnes curriculum drivers of Belonging, Communication, Curiosity and Resilience.