

# Our History Curriculum



# Chandag Infant School

## **EYFS**

At this stage children should listen to stories, ask how and why; use the past, present and future tense; talk about the past and present in their own lives and the lives of family members; recognise similarities and differences between families and traditions, objects and materials; and role play and make up stories. There are many opportunities here for children to find out about the past.

**Communication and language development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations

**ELG 01 Listening and attention:** Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**ELG 02 Understanding:** Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to **stories or events**.

**ELG 03 speaking:** Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

**Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

**ELG 06 Self-confidence and self-awareness:** children are confident to try new activities, and to say why they like some activities more than others; and choose the resources they need for their chosen activity.

**Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment

**ELG 13 People and communities:** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**ELG 14 The world:** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

## **First hand experiences and pupil offer:**

History at Foundation Stage is introduced indirectly through activities that encourage children to explore, observe, think, make decisions and discuss. This is scaffolded through skilful adult interaction. Children will have opportunities to explore a range of historical skills such as discussion, chronology, historical vocabulary, analysis, perspectives and interpretations and empathy. They experience first-hand artefacts and materials which they use to inspire learning.

The first hand experiences children have are:

- Welly Walks in and around Keynsham.
- First hand discussions with children about their own past and that of family members.
- The Me Box – sharing experiences and visits from their own lives.
- Sharing stories, pictures, music and art from the past.
- Exploring the school environment and local area.

Year 1 Outcomes	Year 2 Outcomes
<p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"> <li>I can understand the difference between things that happened in the past and the present</li> <li>I can describe things that happened to myself and other people in the past.</li> <li>I can order a set of events or objects</li> <li>I can use a timeline to place important events.</li> <li>I can use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</li> </ul> <p><b><u>Knowledge and understanding of past events, people and changes in the past</u></b></p> <ul style="list-style-type: none"> <li>I can recall some facts about people/events before living memory</li> <li>I can say why people may have acted the way they did.</li> </ul> <p><b><u>Historical interpretation</u></b></p> <ul style="list-style-type: none"> <li>I can look at books, videos, photographs, pictures and artefacts to find out about the past.</li> </ul> <p><b><u>Historical enquiry</u></b></p> <ul style="list-style-type: none"> <li>I can identify different ways in which the past is represented</li> <li>I can explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”</li> <li>I can look at objects from the past and ask questions i.e, “What were they used for?” and try to answer.</li> </ul> <p><b><u>Organisation and communication</u></b></p> <ul style="list-style-type: none"> <li>I can sort events or objects into groups (i.e. then and now.)</li> <li>I can Use timelines to order events or objects.</li> <li>I can tell stories about the past.</li> <li>I can talk, write and draw about things from the past.</li> </ul>	<p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"> <li>I can understand and use the words past and present when telling others about an event. I can recount changes in my own life over time.</li> <li>I can understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</li> <li>I can use a timeline to place important events</li> </ul> <p><b><u>Knowledge and understanding of past events, people and changes in the past</u></b></p> <ul style="list-style-type: none"> <li>I can identify similarities and differences between ways of life in different periods.</li> <li>I can use a wide vocabulary of everyday historical terms.</li> </ul> <p><b><u>Historical interpretation</u></b></p> <ul style="list-style-type: none"> <li>I can use information to describe the past.</li> <li>I can describe the differences between then and now.</li> <li>I can look at evidence to give and explain reasons why people in the past may have acted in the way they did.</li> <li>I can recount the main events from a significant event in history.</li> </ul> <p><b><u>Historical enquiry</u></b></p> <ul style="list-style-type: none"> <li>I can identify different ways in which the past is represented.</li> <li>I can ask questions about the past.</li> <li>I can use a wide range of information to answer questions.</li> </ul> <p><b><u>Organisation and communication</u></b></p> <ul style="list-style-type: none"> <li>I can describe objects, people or events in history.</li> <li>I can use timelines to order events or objects or place significant people.</li> <li>I can communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>Changes within living memory.</b></p> <p>Make a personal history – timeline, linking to understanding of chronology.</p> <p><b>Roy Lichtenstein – links to art</b></p>	<p><b>Events beyond living memory</b></p> <p>Remembrance Day. Who was Guy Fawkes? (Events beyond living memory) Black history – celebrating – whole school.</p> <p><b>Guy Fawkes ,Brunel</b></p>	<p><b>The lives of significant individuals.</b></p> <p>Go Wild: animals, explore the life and achievements of a significant individual.</p> <p><b>Jane Goodall</b></p>	<p>Science focus this term –discuss scientists of the past and how they have influenced present day and our futures.</p>	<p><b>Significant historical people, events and places in the locality.</b></p> <p>How has Keynsham changed over time? (locality study) Personal history – understand changes in my life (changes within living memory)</p> <p><b>Grandparents/family members.</b></p>	<p><b>Events/times beyond living memory</b></p> <p>The Seaside then and now, make comparisons. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. <b>Grace Darling</b></p>

Year 2	<p><b>Significant historical people and places in the locality.</b></p> <p>Keynsham chocolate factory - timeline of the Fry's chocolate factory/chocolate.</p> <p>Interview local ex- employees of the Fry's factory – <b>Ray Randall, members of the community.</b></p>	<p><b>The lives of significant individuals</b></p> <p>Research space travel over time and focus on key astronauts.</p> <p><b>Mae Jennison Buzz Aldrin Tim Peake Neil Armstrong</b></p>	<p><b>The lives of significant individuals</b></p> <p>Famous explorers male and female. Focus on the discovery of the Galapagos Islands on the Beagle. Compare travel then/now. <b>Charles Darwin</b></p>	<p><b>Events beyond living memory</b></p> <p>Explore Britain centuries ago- understand the concept of passing time. Castles</p> <p><b>Samuel Pepys</b></p>	<p><b>Changes within living memory.</b></p> <p>Look at animals that have become extinct and reasons why – link to science and habitats.</p> <p><b>Sir David Attenborough</b></p>	<p><b>The lives of significant individuals.</b></p> <p>Look at our own history and journey through school.</p> <p>Explore the life and achievements of a famous female explorer, links to growth mindset.</p> <p><b>Gertrude Bell</b></p>
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### Chandag Infant School History Curriculum



**Intent:** Our intent for history at Chandag Infant School is that a high-quality history education will inspire children to have a curiosity and fascination about the local area and Britain's past and that of the wider world as well. Children will be able to think critically, weigh evidence, sift arguments, and develop perspective and judgement. The children's deep learning of history's and related information gathering skills will enable them to have an understanding of where we have come from and how this has been influenced by the wider world. This in turn will enable us to learn from the past and to model the future. Furthermore, it gives us a view of other cultures and their development through time. We believe that learning about historical events provides an important context for the development of pupils' key learning skills, particularly communication, working with others, problem solving and critical thinking skills and that this will be done not just through experiences in the classroom but also through the use of field work and educational visits.

**Implement:** Our curriculum is organised is through a thoughtfully devised skills progression which allows for the introduction of new skills and learning whilst providing frequent opportunities for deep learning through revisiting prior learning and application of skills in different contexts or subject areas. Through secure subject knowledge, teachers support and challenge pupils in learning new skills during discrete history sessions, whilst providing opportunities for meaningful application of history skills across the curriculum. The skills taught reflect those outlined in the National *Curriculum 2014*. To ensure deep learning and progression, these skills have been written into long term and medium term planning across KS1. Each term, children experience a range of first hand experiences with familiar and/or new historical skills, whenever possible this is linked meaningfully to the topic. In addition to whole class learning, children will be given opportunities to deepen their skills and grow a love for the subject through local walks and trips, which is then shared with other members of the school community.

**Impact:** We measure outcomes through both formative and summative assessments. Through devising desired knowledge, skills and vocabulary in long term and medium term planning, teachers can confidently use formative assessments, to which inform their short term planning. Annotations on planning, observation notes, photographs, screen shots, alongside examples of quality work in children's books are used to evidence impact. However, due to the practical nature of our curriculum, listening to learners is used as a central measure of impact when measuring pupil outcomes. In term 6 a summative teacher assessment against the intended outcomes for the end of each year group is made by the class teacher for each child; this is shared with subject leader and SLT providing important information regarding which pupils are exceeding, at or below age related expectations. This information informs future curriculum action plans and provision to ensure a responsive and ever evolving school curriculum.