



Willow Bank Infant School

Vision and Rationale for History

The History Curriculum

Our Vision

At Willow Bank Infant School, our aim is for students to become well rounded historians. Furthermore, students receive a well-rounded curriculum, covering a range of historical time periods. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence and develop perspective and judgement.

History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Intent - The History Curriculum at Willow Bank will:

- Give our children the ability to act as historians
- Develop the children's curiosity about our world now compared to our world as it once was
- develop an understanding of the ways in which we find out about the past
- Help develop a sense of identity through learning about some of the major issues and events in the history of Britain and the world;
- Help children understand that history is a process of enquiry and enable them to develop the range of skills required to interpret primary and secondary sources which will be available for their use;
- Help develop a knowledge of chronology;
- Be a progressive curriculum
- Be an embedded curriculum – cross curricular topic based learning where History will be seen in English lessons etc
- Develop historical understanding
- Introduce children to what is involved in understanding and interpreting the past.
- Include a broad vocabulary for History and historical ideas so children can articulate their understanding

Implementation - History teaching at Willow Bank will:

How are we going to help the children?

We will focus on enabling children to think as historians progressively through their time at Willow Bank.

We will include a variety of teaching approaches based on the teacher's judgement taking on board the needs of their class.

- First hand practical experience of historical concepts (for example through museum visits)
- Using stories in within a variety of lessons relating them to a historical context or event
- Having a display of historical vocabulary including manipulatives/hands on displays that might be interactive with questions
- Historical discussion in class
- Supporting staff with historical knowledge
- Identify and where appropriate build learning from misconceptions
- Different Pedagogical approaches (what is the same, what is different. Coming up with own questions. Hook – hands on exploring objects/classroom/outside environments. Drama – hot seating. Speed words. Cooperative learning–think-pair-share; continuous provision – cross curricular links.)

Model and allow children to develop key skills in the study of historical time periods. These key skills allow the children:

- use everyday language related to time
- order and sequence events
- talk about past and present events in their own lives and the lives of family members

- develop an awareness of the past
- use common words and phrases related to the passing of time
- fit people and events into simple and chronological time line
- use basic subject vocabulary
- ask and answer question and understand some of the ways in which historians find out about the past
- use simple sources of evidence (written sources, visual sources and computers) to identify and describe historical information
- record the growing knowledge of the subject in different way
- question why things happen and offer reasons
- be aware of similarities and differences between themselves and others, families, communities, traditions and ways of life at different times
- identify describe and offer basic reasons for why people did things in the past and what happened as a result
- make simple observations and make simple historical accounts related to people and events that they have studied.

There are many cross-curricular links with Geography and History. In line with Geography, History will:

- Be linked to other curriculum areas that is purposeful and logical. Pupils are then able to make links between their learning from one topic and year group to another, as well as use this knowledge to make connections with present day and their own lives.
- Actively involve children in reflecting on what they have learnt.
- Provide opportunities to enhance the learning of pupils (including those who are more able) through the investigations, analysing sources and writing extending pieces.
- Include educational visits where appropriate, as another opportunity for the teachers to plan for additional historical learning outside the classroom.

Impact – Assessment of History at Willow Bank will include:

Impact

- Observe children independently to see how they use vocabulary and understanding
- Class, groups and paired work
- Photo evidence
- Floor books
- Assessment for learning which is continuous throughout the planning, teaching and learning cycle.
- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
[Not possible for co-ordinator to participate in during lockdown]
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Use of Traffic Light system at the end of each term to assess whether children are Working Towards, Working At or Greater Depth.
- EYFS Children are assessed according to the Development Matters Attainment targets.

Curriculum Rationale – History

History helps children to gain knowledge and understanding of Britain's past and that of the wider world. It involves understanding the process of change, the complexity of people's lives, the diversity of societies and relationships between different groups, as well as their own identity and society today.

Cultural Capital

Our History curriculum will allow children to develop their cultural capital by allowing them to enhance their understanding of how our world and our country has changed over time and reflecting on what these changes

mean to them. Our history curriculum promotes the rich diversity of the world, Britain and an appreciation of our locality.

We plan trips and experiences that relate to the topics.

- Foundation – in school experiences such as a Beach Day linked to studying seaside holidays from the past and present. Experiences throughout the year where staff members act out stories which helps the children to understand the past through settings, characters and events with activities that are then put into Continuous Provision opportunities
- Year 1 - visiting a museum and/or inviting in parents and grandparents with a hands on experience of old and new toys in Year 1. This links with the English topic of recounts and fact files. Having the experience while studying Mary Anning of acting as fossil hunters around the learning areas, investigating what they find and using equipment to dig for fossils. Visiting St John's Church enhancing the children's understanding of the past in terms of old and new buildings in our local area.
- Year 2 – Workshop on The Great Fire of London and trip to Windsor Castle as part of Knights of the Realm. Year 2 also have a day themed around Birds of Prey which links with their Knights of the Realm topic ('why did Knights keep Birds of Prey?'), and this also enhanced their English theme of writing fact files about falcons.
- We are aiming to include whole-school days that promote British values and how these relate to children as citizens of the school and the world.

These experiences are memorable and allow the children to engage with historical artefacts and concepts in a practical and meaningful way. They have been remembered by some children as their favourite moments of their school year.

Why has the specific content/ domain knowledge been selected?

The history topics are the vehicles for the history curriculum. By having the topics centred around these threads, pupils are able to make links between their learning from one topic and year group to another, as well as use this knowledge to make connections with present day and their own lives.

Pupils learn practical knowledge, such as key dates, but these very much act as an aid to giving children context in which to build their learning around the threads. For example, in Year 1's learning in the topic Up, Up and Away, pupils learn about Douglas Bader's role in local history, but this are to give context to the wider concept of how places change over time.

How is History progressive?

The History skills taught in each year group allow children to build upon ideas and concepts throughout their time at Willow Bank. Their concept of the world expands as they move up through the school. Foundation children are regularly encouraged to discuss ideas on a 'local' level; their family and home, and what they do on a day to day basis.

In Year 1 pupils are introduced to simple historical concepts that will appeal to their imaginations and interest such as The History of Toys and key historical figures such as local pilot Douglas Bader and Mary Anning who was the first fossil hunter. These topics enable us to cover a widening variety of historical skills across the year In Year 2 they expand this by considering how two or more historical figures impacted our society within each topic e.g. Samuel Pepys, King Charles and Elizabeth II in Autumn London's Burning topic, and William the Conqueror and Queen Elizabeth I in the Knights of the Realm topic.

What is the impact?

We ensure that children at our school are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 2 and for life in the wider world. Children are able to talk about events that have happened in the past, and compare them to modern Britain and the world as we know it today.

Our History Programme

How is History enabled in the Early Years?

In Early Years History is taught through the Specific area of Understanding the World ELG: Past and Present. Children talk about the lives of the people around them and their roles in society e.g people who help us. Through class discussion and continuous provision they know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They also have opportunities for role play understanding the past through settings, characters and events encountered in books read in class and storytelling.

Children are guided to develop sense of history, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment. The key knowledge and skills in reception provide the foundation to those identified in phase 1 and specifically Y1.

How is History enabled at KS1?

During Key Stage 1, pupils are taught using the Aims of the National Curriculum purpose of study and subject content. In both Year 1 and Year 2 they explore how people, places and things have changed over time and how important people in the local area and wider world have influenced our lives and our interests.

As part of History lessons, Year 1 children identify how a person from local history lived (Douglas Bader) and how his legacy lives on (e.g. in road names and evidence around the local area). They also look at the achievements of Mary Anning who was the first fossil hunter. These skills form part of Year 2's lessons as well as more advanced historical vocabulary to refer to several historical figures relating to a topic (E.G. William the Conqueror and Queen Elizabeth).

They also carry out historical enquiry inside and outside the classroom for example in Year 1 exploring the classroom as a topic hook to find evidence of what their new topic is, finding fossils and books relating to Mary Anning and dinosaurs. In doing this, they act as historians, ask and answer historical questions about people, places and environments, and use historical skills and resources such as books, historical themed equipment, and information from online sources.

Through our curriculum, children develop:

- Skills that allow them to ask and answer questions about how events happened and what important people have done over time
- Think about events within and beyond living memory and how they relate to us today
- The ability to investigate a topic using historical concepts, knowledge and skills
- Knowledge about important people and events from our country and the wider world