



History Rationale

This comprehensive and bespoke curriculum has been designed with the needs and experiences of our children in mind and ensures that all children are given the best possible chance to succeed and develop the knowledge they will need to enjoy and achieve at the end of Key Stage 1 and beyond. It draws on local inspiration and the children's own experiences and is unique to our school.

Intent and Implementation

Nursery

In Nursery the historical journey begins. Much of the learning takes place informally and on a daily basis- things like using the vocabulary of yesterday, today and tomorrow consistently and frequently are the basis of later work on chronology. Learning the days of the week is the starting point for understanding a timeline. Children are encouraged to share what they do at home, giving them an opportunity to talk about things they have done in the past, encouraging them to remember special times or significant events and speak in the past tense. Some children might also be able to make connections between their own experiences and other people's and even ask other children questions about what they have heard. Through all of these activities and experiences the children develop the initial skills on which everything else is built.

In Nursery children begin to experience the substantive concepts of transport and monarchy through play and picture books. They talk about different types of families which is the beginning of exploring the concept of society. And they talk about their own achievements using 'wow' sheets and through everyday conversation.

Reception

In Reception, children expand on this learning by continuing to develop their sense of time. Often this comes from the children's own experiences and will be shared with teachers or with their class. For example, when children take part in the 'Celebrations' topic they will share exciting celebrations that they have been to or had a part in in the past. These incidental learning opportunities are built on by the teaching staff as they happen and are part of the 'Understanding the World' curriculum. There is also an emphasis on historical vocabulary such as 'in the past', 'a long time ago', 'the same/different'.

However, specific historical learning is also planned at opportune moments throughout the year. To help develop their sense of time, 'Memory Boxes' have been introduced in each class so that children have a chance to start exploring historical concepts like chronology, creating a timeline and historical vocabulary such as first, next, then, after that. The children in Reception also build historical opportunities into their topics looking at historical events such as the moon landing in their 'Space' topic, investigating toys from the past and borrowing a loan box when they read 'Peepo' so they can experience looking at and handling artefacts and make comparisons with their own lives.

Much like the children in Nursery, the children have the chance to begin exploring the substantive concepts of transport and monarchy through play. They share their own achievements and learn about some famous achievements such as the first man on the moon. In celebrating the similarities and differences between themselves and their new friends, they begin to see that society is made up of many different types of people and they learn to respect and embrace other people.

Year 1

When the children embark on the National Curriculum in Year 1, we make sure that the sometimes abstract concept of history is presented to them in as thoughtful and concrete a way as possible to give the children as much opportunity as possible to understand and succeed. Because of this, the first area of learning in the Autumn term is 'What was life like when my Grandparents were children?' This gives the children the opportunity to talk to familiar people, ask questions and begin to develop an understanding of the past within living memory. Children also look at the familiar text 'The Tiger Who Came to Tea' to help them visualise what homes and the high street looked like. As the term progresses, the children then look at what life was like for people who came to the U.K. as part of the Windrush initiative and discover the differences between what they were expecting life to

be like and what they really experienced, as seen through the eyes of Floella Benjamin in her picture book 'Coming to England'. This topic also helps to formally introduce the children to the substantive concepts of transport (The Empire Windrush was a boat not a plane/ people walked to local shops rather than a supermarket because cars were less common) and society (the Windrush generation brought new foods, music and celebrations to England) as well as touching on monarchy (Floella Benjamin wanted to meet the queen).

In the spring term, building on this, we move onto a local place of historical significance; Bramall Hall. When taking the children further back in time we have made it less abstract by choosing a familiar setting that many of our children have seen before. This topic is always accompanied by an educational visit and gives the children a chance to explore an historical setting with all their senses as well as getting information from an expert. This topic revisits the substantive concepts of society (the different living conditions of rich and poor in Bramall Hall) and monarchy (the hall was built during the time of the Tudor monarchs).

The final part of the Year 1 curriculum comes in the summer term, when the children start with the familiar concept of seaside holidays. The term looks at what seaside holidays were like in the past and involves borrowing artefacts so the children can make comparisons and use primary sources. In the second half of the term they learn about two significant British females who lived by the sea- Mary Anning and Grace Darling- finding out about what their achievements were, making comparisons between them both and eventually deciding which one they think would be deserving of a statue in their honour. This gives the children the opportunity to begin to use historical skills such as thinking critically and weighing evidence which they will build on in Year 2. The key concept for this half term is achievement but there are also opportunities to discuss transport (the spread of rail travel meaning more people could visit the beach) and society (men taking credit for Mary's discoveries/ a day at the seaside no longer just for the rich).

Year 2

In the autumn term of Year 2, we build on the learning about significant individuals at the end of Year 1 by considering what makes someone a hero. We start by looking back at Grace Darling and Mary Anning and then introducing James Kirk, a local recipient of the Victoria Cross. The children explore why he is considered to be a hero and how he is remembered in the local area. The final part of this term is spent looking at the contributions of 'home front heroes' during World War 2 including the Women's Land Army, and people who took in evacuees. Evacuation is particularly relevant to our local area as children were evacuated to Cheadle Hulme from Manchester during World War 2. The key concept for this half term is achievements but we also add in discussions about society (eg rationing meaning all people should have the same amount of food) and monarchy (the queen as a young girl helping out by driving an ambulance) and transport (the use of planes in war).

In the spring term, the children focus on a nationally significant event beyond living memory- The Great Fire of London. Children learn about the causes, why it spread so quickly and how it was eventually stopped. They use and refine their historical skills, specifically

chronology, by putting events in order and also become aware of historical sources and how they help us to find out about the past. In the second half of the sequence of work, the children find out about the Great Fire of Nantwich, a more local historical event. They compare the two and consider why it is that the London fire is so famous whereas the Nantwich fire is less well known. The key concept here is the role of the monarch in both fires (Charles II and Elizabeth I) as well as society (the different experiences of rich and poor when escaping from the fire).

In the summer term, the children explore how different modes of transport have changed the world. The children specifically focus on trains (learning about the Rainhill trials and how trains changed English life) and space travel (recapping previous learning from Reception and then looking at the 'hidden figures' behind space travel with a focus on Katherine Johnson). We end our topic by looking at the environmental impact of different types of travel and how transport may need to change and adapt in the future in order to care for our planet. The key concepts here are transport and achievements but there are also opportunities to weave in discussions about society (eg challenges faced by black mathematician Katherine Johnson/ impact on working class families once there were more train lines around the UK).

Progress and Assessment

EYFS

In Nursery, regular observations and assessments are recorded using the online journal Tapestry. Both Nursery and Reception capture historical learning using floorbooks, which show both what learning opportunities they have engaged in and their responses to them. These then contribute towards a summative assessment at the end of EYFS using the Early Years Outcomes for Understanding the World.

Key Stage 1

Frequent, ongoing observational assessments are made throughout the half-terms learning. Teachers are constantly talking to the children, reviewing what key knowledge they have retained and what they need to revisit. Sticky Learning activities are used at the end of each lesson to help teachers see what every child can remember independently. Historical knowledge is also revisited outside of the history lesson during the 'Monday Memory Game' which is a cross-curricular tool to help children retain more, for longer. These, together with a teacher's knowledge of the child and the work in their books, inform summative assessment at the end of each year including the key substantive and disciplinary knowledge.

Impact

This curriculum ensures that all children have covered everything they need in order to succeed across our school and paves the way well for their success in the Junior School. The impact of the curriculum will be reviewed through observations, teacher assessment, pupil voice activities, book scrutiny and learning walks. The impact will be reviewed throughout the year and at the end of the school year.

Signed: Claire Nelson

Date: October 2023