

The History Curriculum at Yeadon Westfield Infant School

Intent

At Yeadon Westfield Infant School we believe that **all** pupils are entitled to a stimulating and well-structured curriculum based on the History Programmes of Study (National Curriculum 2014) and the EYFS Statutory Framework.

As an infant and nursery school, we are very much centred on the first steps of the learning journey towards creating young historians who will use their knowledge and skills in the future, whether that is for enjoyment, in further education or in their everyday and working lives.

We believe the teaching of history should develop very young children's sense of who they are and their place in the world. Developing an early understanding of chronology is essential, and this will begin from learning about how they themselves have grown and changed, about their families, about what has happened in the recent past, and about the celebrations that occur annually to help us remember events in the more distant past. Once children are in KS1 and accessing the National Curriculum, we want our children to be enthused by the knowledge they will be acquiring through our topics and discrete lessons at the same time as further developing their understanding of chronology and our place in the timeline.

We aim to:

- build up an age-appropriate sense of chronology, starting from the children's own lives and broadening into studies of the past within living memory and beyond living memory
- develop an awareness of the past, both recent and distant, and an appreciation of human achievements and aspirations
- develop skills of understanding and interpreting the past through primary and secondary sources
- develop a basic knowledge of where people and events they study fit within a chronological framework
- develop language skills to describe the past using common words and phrases relating to the passing of time
- distinguish between fact and fiction and learn about the concept of change
- develop young people who ask questions about change and whether things should stay the same (e.g. should we still be celebrating Bonfire Night with fireworks?)

We believe that following a rigorous and child centred curriculum which runs from the beginning of nursery allows us to ensure **all** pupils are given the opportunities they need to make progress in the acquisition of historical knowledge and history skills, whether they are disadvantaged, have special educational needs, or have delays or gaps in learning.

Implementation

In EYFS children will learn early history and chronology skills through:

- family bags and discussion about how they and their families have grown and changed.
- early understanding of chronological sequencing using photographs of themselves and/or their families as well as photographs of events in their nursery or reception class sequenced in a simple timeline
- areas of provision such as role play
- stories
- discrete teaching and learning about celebrations such as Bonfire Night and Remembrance
- comparisons of old and new, then and now, e.g. of toys following reading the story "Lost in the toy museum"
- national events such as royal occasions

In KS1 children will:

- learn what the study of history is, and the skills involved
- acquire age-appropriate language to support them in talking about their learning and when communicating knowledge and understanding
- develop their sense of chronology through personal timelines, timelines created during learning about significant people and events, and putting these dates into the context of our large-scale timeline in the hall
- demonstrate awareness of the similarities and differences between then and now.
- develop their ability to ask questions about the past, present, and future, and begin to discuss cause and effect.
- begin to understand different points of view
- learn about significant people and events: locally, nationally, and global
- use a range of sources
- learn through a broad curriculum which encompasses discrete lessons where appropriate, for example concerning annual celebrations and local or national events, as well as through our rolling programme of topics across the key stage
- make links with other subjects, especially when engaged in our topic-based learning
- take part in hands-on experiences and research, for example through handling artefacts when available, or when visiting places such as the National Coal Mining Museum and Skipton Castle
- communicate what they know through talking or recording information in writing and pictures

Assessment:

- all lessons will provide opportunities for formative assessment
- children in Early Years will be assessed against the statements in Development Matters and the EYFS Statutory Framework
- children in KS1 will be assessed during and at the end of each block of discrete teaching or topic using a class assessment grid

Monitoring is carried out to ensure staff and children are confident with teaching and learning history. Staff are kept up to date with developments in the teaching of history, with work being done in the ALPT and advice from the Department of Education.

Impact

By the end of KS1, children should:

- know what the study of history is
- enjoy history lessons, make connections and be keen to learn more
- sequence pictures, photographs, artefacts or information on a simple timeline
- talk about the differences between then and now, for example when examining artefacts and sources
- use age-appropriate history language when engaged in these activities
- demonstrate knowledge of significant people and events from the past
- ask questions, communicate and discuss ideas, and record their work in writing with increasing clarity
- begin to understand different points of view, for example that people's memories of events can differ, or that people's actions can be interpreted as good or bad by others

Learning is expected to be of high quality with children putting in their best effort. Children should enjoy History lessons and be keen to challenge themselves regardless of stage of development. They should leave our school ready for the next stage of their learning in KS2.

