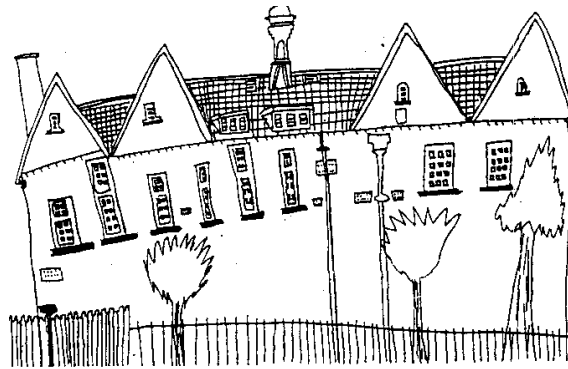


History at Letchmore Infants' and Nursery School



Subject Intent Statement

History is learning about the past

At Letchmore Infants' and Nursery school we shape our History curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the EYFS outcomes and National curriculum for History; providing a broad, balanced and differentiated curriculum. Children will **gain a coherent knowledge and understanding of the past and how it has affected others**. British values are encompassed throughout each key stage. The children learn about the methods used to study history helping them make sense of the world in which they live. They show a chronological understanding of past events.

The aims of studying History in our school are that pupils will:

1. Acquire an interest and curiosity to know more about the past.
2. Begin to consider how the past influences the present
3. Be encouraged to ask questions and formulate opinions about events in the past.
4. Develop a sense of identity through learning about their immediate past and local history.

Provision for vulnerable groups and children with SEND:

Class teachers will make adaptations to the curriculum appropriate to the needs of individual children. Learning activities and outcomes will be differentiated to ensure **all** pupils are able to participate fully and make progress. Resources will be adapted as appropriate to ensure **all** pupils can access **all** aspects of learning. Adaptations may include: use of visual and concrete resources, use of a whiteboard for recording, pre-teaching key vocabulary and concepts, assessment of understanding and progress through discussion and role play rather than through what a child has recorded. This list is not exhaustive and class teachers will work in collaboration with the child, parents / carers, Inclusion lead, TA's and external professionals to understand and respond to the children's individual needs.

Implementation

Through the regular teaching of history, discrete and topic-based lessons pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will learn about where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will be encouraged to use a wide vocabulary of everyday historical terms. Children will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Children will start to understand some of the ways in which we find out about the past and identify different ways in which it is represented. During continuous provision children will be given the opportunity to practise skills, explore ideas further and research their own historical interests

Children will be encouraged to ask questions, research and talk about their experiences. History will be taught within topics, children's interests and observations.

Early learning goals

Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

The Natural World

- Children at the expected level of development will:
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;

History Progression EYFS Early learning goals	Nursery	Reception
Past and Present Talk about the lives of people around them and their roles in society.	Begin to make sense of their own life-story and family's history. How they have changed. Know immediate family tree. Talk about significant people in their lives. Explore different occupations.	Talk about members of their immediate family and community. Know extended family tree. Explore different occupations and their purpose.
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Read a simple routine timeline. Talk about what they see using a wide vocabulary. Sequence old and new artefacts.	Read a weekly routine timeline. Talk about past and present events in their own lives. Comment on images of familiar situations in the past. Sequence oldest-newest artefacts.
Understand the past through settings, characters and events encountered in books read in class and storytelling.	Know events happened in the past. Know some events were told through story.	Compare and contrast characters from stories, including figures from the past.
Natural world Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Observe and comment on the changing seasons. Name the seasons. Understand the key features of the life cycle of a plant and animal. Know some things existed in the past.	Understand the effect of changing seasons on the natural world around them. Sequence the seasons. Show an interest in the life of dinosaurs and their environment and how that is different from today.

Subject Progression across the year	Baseline	Autumn 2	Spring	Summer
UW People and communities Nursery	Talk about significant people in their lives.	To know events happened in the past.	To know a simple routine timeline.	To begin to make sense of their own life story and family's history and sequence old and new.
UW People and communities Reception	To begin to make sense of their own life story and family's	Develop an understanding of past and present.	Talk about past and present events in their own lives.	Comment on images of familiar

	history and sequence old and new.		Sequence oldest to newest.	situations in the past. Compare and contrast characters from stories including figures from the past.
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KS1

KS1 skills and concepts	
Historical interpretations Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	<p>Compare two versions of a past event.</p> <p>Observe and use pictures, photographs and artefacts to find out about the past</p> <p>Start to use stories or accounts to distinguish between fact and fiction.</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past.</p>
Historical investigations Children should ask and answer questions, using other sources to show that they know and understand key features of events.	<p>Observe or handle evidence to ask simple questions about the past</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations</p> <p>Choose and select evidence and say how it can be used to find out about the past</p>
Chronological understanding Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within the chronological framework.	<p>Sequence artefacts and events that are close together in time</p> <p>Order dates from earliest to latest on simple timelines</p> <p>Sequence pictures from different periods</p> <p>Describe memories and changes that have happened in their own lives</p>

	Use historical vocabulary
<p>Knowledge and understanding of Events, People and Changes in the past</p> <p>Pupils should identify similarities and differences between ways of life in different periods</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events</p>	<p>Recognise some similarities and differences between the past and present</p> <p>Identify similarities and differences between ways of life in different periods</p> <p>Know and recount different episodes from stories and significant events in history</p> <p>Understand that there are reasons why people in the past acted as they did</p> <p>Describe significant individuals from the past</p>
<p>Presenting, organising and communicating</p> <p>Pupils should use a wide vocabulary of everyday historical terms.</p>	<p>Show and understanding of historical terms, such as monarch, parliament, government, war, remembrance</p> <p>Talk, write and draw about the past</p> <p>Use historical vocabulary to retell simple stories about the past</p> <p>Use drama /role play to communicate their knowledge about the past</p>

History Progression KS1	Year one	Year two
Changes within living memory. When appropriate, reveal aspects of change in national life.	Know that the toys their grandparents played with were different to their own. Order a number of artefacts by age Know the main differences between flight in the past and flight now.	
Events beyond living memory that are significant nationally or globally.		Know about an event that happened long ago, even before their grandparents were born. Know how to find out about an interest from the past and beyond living memory. Order a sequence of events.
The lives of significant individuals in the past who have contributed to national and international achievements.	Name a famous person from the past and explain why they are famous.	Know about a famous person from outside the UK and explain why they are famous.

Significant historical events, people, places in their own locality.	Know the name of a famous person, or a famous place, close to where they live. Know how to find out about an interest from the past.	Know how the local area is different to the way it used to be a long time ago.
Chronology, knowledge and understanding of history.	Make some comments about things from the past. Sequence a few events or objects.	Describe some features, events, people and themes from the past. Sequence a few events, objects or pieces of information on a timeline.

Assessment is recorded through progression against the Early learning goals in early years foundation stage.

Sticky Knowledge: History	
Year one	Year two
<ul style="list-style-type: none"> • Know how to find out about an interest from the past • Know that toys their grandparents played with were different to their own. • Order a number of artefacts by age. • Know the main differences between flight in the past and flight now. • Name a famous person from the past and explain why they are famous. • Know the name of a famous person, or a famous place close to where they live. • Show understanding of historical vocabulary 	<ul style="list-style-type: none"> • Know how to find out about an interest from the past • Know about an event or events that happened long ago, even before their grandparents were born. • Know about a famous person from outside the U.K and explain why they are famous. • Know how the local area is different to the way it used to be a long time ago • Use historical vocabulary in discussion • Order events in order of time.

Historical skills

Asking and answering questions

Identifying and interpreting different sources

Recognising change and exploring how this influences them today

Use vocabulary relating to the passing of time.

Vocabulary Progression

History vocabulary	
EYFS	KS1
History	History, historical
Then now then next	Younger/youngest
Here	Earliest latest
When	Older/oldest new/newest
New Old	life/death/died
Young	Years ago
Parent, grandparent	future
Born, birth, birthday	Change
First last finally	Ancestor
Before After	Modern
A long time ago	Recently/recent
Similar Same different	Present/past
Today, tomorrow, Yesterday, days, week, month, year	Period
Time, timeline	Began
Calendar	Modern
Discovery	Kingdom
Change	Britian, British
Artefact	Innovative
Castle, King, queen	Traditional
Famous	Invention
Special	Generation
Museum	Senior citizen
	Evidence
	Cause Effect
	Ancient
	B.C
	A.D
	Last week/month/year
	anniversary
	Decade Centry millennium
	Monarch/monarchy
	Royal, throne, crowned, reign
	Parliament
	War
	Government
	Remembrance
	Artefact, object, discovery
How to find things out	

Books, photos, old things, elderly people, recorded interviews, artefacts, word of mouth, old paintings, old buildings, museums

Impact

The impact of using the full range of resources, including display materials, will be seen across the school. Historical vocabulary will be spoken by staff and children.

Impact can be measured through questioning, engagement and summative assessment. Children's historical interests will be encouraged and celebrated through continuous provision.

Topics across Letchmore				
	Nursery	Reception	Year One	Year Two
Autumn 1	All about me	Changes/ Dinosaurs	This is me Toys	Our Amazing World
Autumn 2	Nursery Rhymes	Celebrations	This is me Remembrance Day History of the circus Phineas Taylor Barnham and Phillip Astley	Our amazing world explorers. Ernest Shackleton and modern explorers
Spring 1	People who help us	Super Me, Super You	A Trip around the World	Our Amazing Solar System Tim Peake and timeline

			History of flying machines Wright brothers	Animals in space
Spring 2	New Life	Jump into a book	A trip around The world Mother's day tradition	Timeline of the world and transport
Summer 1	Growing	Let's Explore	Dinosaur detectives Mary Anning	Our Amazing Country The great fire of London
Summer 2	Pirates	Let's Explore	On our doorstep History of the old town Local area	Our Amazing Country Stonehenge and Windrush

During their time at Letchmore we will endeavour to bring children's experiences to life with inspirational days, visitors and trips to support their learning. We will also celebrate or explore significant historical events.