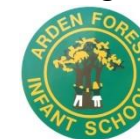


## History Curriculum Purpose and Rationale

At Arden Forest our vision is to enable our whole school community with the skills to be happy, successful and independent life-long learners with healthy mind, bodies and spirit.

'Little Learners, Big Achievers'



*Taken from Arden Forest vision statement and school motto.*

### Statutory Commitment

#### EYFS Framework – History (Sept 2021)

##### Educational Programme - Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

#### KS1 National Curriculum – History (2013)

The overarching aim for History in the national curriculum is to ensure a high-quality History education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.

- know and understand the History of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and

international History; between cultural, economic, military, political, religious and social History; and between short- and long-term timescales.

### School Commitment

Our Curriculum Intent identifies what opportunities and experiences our pupils will have when learning History at our school. This recognises what our pupils need in order that we fully enable our school vision. It maintains a fidelity to the EYFS Statutory Framework and NC and a commitment to the alignment across the two phases of our school.

At Arden Forest Infant School, we are committed to the children learning History through the Early Goals linked to the 'Past and Present' in the area of 'Understanding the World', through to the end of KS1.

Through our History curriculum, we want to develop children's sustained thinking skills in order that they can articulate their thoughts and engage in extended conversations about their understanding of the world as it relates to past and present events and significant individuals. It will enable children to develop a context for their own growing sense of identity and chronological framework for their knowledge of significant events and people. The ability to understand their own and other emotions will help pupils have a better understanding of the events of past and present as it will enable them to empathise with the people of the past.

Our growth mindset learning behaviours help children develop the right attitudes to History help fulfil their potential and experience success. E.g. Valuing the need to be a think-a-docus when considering different viewpoints of events and debates, or being a stick-a-sarus and keep persevering when a challenge is faced.

As History covers a range of different cultures, countries and events children have the opportunities to develop their school responsibilities' of being kind and respectful, learn and let others learn and keeping themselves and other safe.

### Why do learners at Arden Forest Infant School need to study History?

At Arden Forest Infant School, our teaching of History supports our vision of inclusive practice and it enables all children to achieve their potential. We believe that History lessons engage, inspire and challenge all children to give their opinions and communicate these effectively.

A high-quality education in History will ignite children's curiosity, inspire and motivate children to become independent historians. Through finding out how and why our local village community, surrounding area and the wider world have developed over time children develop an understanding about how the past influences the present. By having access to, researching and evaluating different sources, viewpoints and artefacts, children develop their skills in enquiry, analysis and debate. This also enables children both

to acquire new knowledge and to build on what they already know. In our History lessons our children will have access to a wide range of sources, extracts and facts to enable them to develop their understanding of the past and how this relates to the world in the present. This enables them to form and express their own views and opinions.

The essential, basic knowledge and skills gained in History can be applied in other areas of the curriculum, e.g. English, Art etc. This also enables children to develop and express different viewpoints.

### **How we promote personal characteristics and relationships?**

At Arden Forest Infant School, the History curriculum delivers a wide range of social, moral, spiritual and cultural aspects which reflects the school's Personal Characteristics and Relationships principles. It encourages the children to be responsible, show kindness, respect, positivity, tolerance and resilience. All of these themes are woven through our wider curriculum, but are also echoed in History by creating and developing their curiosity about the past in Britain and in the wider world. The topics taught in History encourage kindness and respect for one another as well as our relationships with others in the community and the wider world. It may also include teamwork to produce collaborative pieces of research, writing or debates which will require the attributes of tolerance when opinions differ. It will also require children to be respectful and patient of different viewpoints and opinions. Within History children have the opportunities to work responsibly, sharing resources and managing their tasks and activities. Children are encouraged to be understanding and support each other positively and to peer assess, evaluate and challenge other viewpoints in a respectful way. Children learn how to respect different cultures in Britain and the wider world and questioning is encouraged to consolidate understanding of controversial issues. Together, children will experience challenge and understand that they can be resilient in response to the changes in school and the wider community and world.

### **What are the aims for the History Curriculum?**

Our aim is to engage and inspire pupils' curiosity to know more about the past and how it affects the present, equipping them with the knowledge and skills to ask perceptive questions, think critically, consider evidence and viewpoints. It aims to help pupils gain an understanding of change (then and now). It allows children to gain insight and understanding into their own identity. It aims to ensure all children have coherent chronological narrative from the earliest times to present day and understand how people's lives' have shaped the nation and how Britain has influenced the wider world. Our History curriculum equips children with the knowledge and skills to communicate their opinions and views effectively as well as respectfully. Children understand the methods of historical enquiry, including how evidence is used to make interpret history. It provides children the opportunity to gain insight into the past through high-quality sources, artefacts and materials this provides the opportunity to make learning relevant and purposeful. These aims allow children to gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international History and between short term and long-term timescales. These opportunities will give access to a range of texts which support their social, cultural and moral development in order that we can widen their life

experiences. The children will be asked questions at the beginning and end of each lesson to check they are knowing and remembering more. In History lessons the children are given the opportunity to be reflective, question and evaluate their work. We encourage the children to take risks, question and reflect on their learning to develop children's perseverance and resilience in History. Ultimately the children will maximise their learning potential in History through interactive and engaging lessons that will inspire pupils to become life long learners.

### **How does History help our pupils to be aspirational lifelong learners?**

By developing these key skills in History, including ability to communicate effectively, think critically and gain understanding about the past and how this has shaped the present both locally and the wider world will provide direct links to future employment. These opportunities will mean that our children will contribute to community and wider society, this might include careers in teaching, journalism, archaeology, authors, advertising, IT, Lawyer, librarians etc. This includes, being able to use the skills flexibly, even for the jobs that don't yet exist!

### **Why has the specific knowledge been selected?**

At Arden Forest Infant school, the History curriculum is taught thematically and is skills based and knowledge rich. We believe our children should have the opportunity to study areas of the History curriculum in greater depth to enable them to develop their understanding. Each year they will increase their knowledge, skills and understanding of a range historical event both locally and globally. We want them to know and use their historical vocabulary and enquiry skills across the curriculum. It is designed to help out children know and remember more. We want our children to be begin from their current experiences and the more recent past when developing their understanding of History, before going back further in time. We strive for our children to produce exceptional outcomes whilst developing their independence, curiosity and creativity. We aim to produce collaborators, innovators, leaders and more than anything else, young people who understand what it means to be human. This help to develop the necessary knowledge and skills in readiness for ks2.

### **How is History implemented?**

As a school we maintain strong links to the EYFS Framework and National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children have both the knowledge and skills for History. As historians' children will learn lessons from History to influence the decisions they make in their lives in the future. In History, pupils will find evidence and begin to use this to discuss and explore their thinking.

In EYFS the History curriculum embedded throughout the curriculum and school year. It is taught through directed sessions as well guided tasks and self-directed play. History for children in the EYFS is a lived experience and they explore History within their family and community. Looking into their own past as well as their parents. They discuss what their parents used to do in the past and relate it to

what they do in the present. For example, they look at what toys they play with now as well as what toys their parents or grandparents used to play with. History in EYFS is all around as the vocabulary is used every day helping children embed an understanding of chronology and sequence using time words such as, before, after, then and now, throughout the school day. History is weaved through all lessons everyday through language as they make links to past learning. In EYFS children have the opportunity to comment on images of familiar situations in the past. This can be previous birthdays, looking at how they have grown and changed as well as talking about the people and situations around them.

History in KS1 is taught through a thematic approach and makes cross curricular links where appropriate. In year 1, children progress from learning about their own personal history to develop an awareness of the wider community from a historical perspective, for example children in Year 1 research and explore Bulkington History including George Elliot. They develop and learn to articulate their thinking by exploring and asking questions. Children then use and develop these skills and knowledge in Year 2 to expanded their thinking and learning of history to the wider world. Where appropriate we use historical artefacts, visitors, workshops and visits to excite and intrigue our children to find out more about events and people from the past. We aim to give our children as much understanding as possible about previous periods of History by having practical lessons where possible.

### What is the impact?

Through the high quality first teaching of History taking place we will see the impact of the subject in different ways. From EYFS to the end of KS1 children will understand that History is a lived experience and will be able to use appropriate time vocabulary both within the context of their own lives as well as the wider world. Starting from EYFS children will be able to explore their own history looking at pictures from their own lives and family history. Children will be able to use their knowledge and vocabulary from past and present in EYFS and expand to learning about the history of the community as well as the wider world by the end of KS1. Through pupil voice children will be able to talk about the skills and knowledge they have acquired. They will gain the ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry. Children will understand and use the key skills of chronological understanding, knowledge and understanding of events in the past, Historical interpretation, Historical enquiry and organisation and communication. Children will develop a passion for History and have an enthusiastic engagement in learning History, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways. Children will complete research independently and in groups through projects and homework to further their own enjoyment about the subject. Their work will show that a range of topics is being covered, cross curricular links are being made where possible and differentiated work set as appropriate. As Historians, children will learn lessons from History which could influence the decisions they make in the future. They will have a secure knowledge and understanding of people, events and contexts from the historical periods covered. Assessments and monitoring will show that standards of History will be high and will match standards in other subject areas. Regular analysis of pupil attainment and progress data also ensure outcomes from starting points follow an expected trajectory against

the termly milestones as well as identify specific groups or individuals in need. Children will know more, remember more and understand more about History.

**Appendices:**

- A. Overall School Curriculum Intent
- B. History aims/end points of specific stages of curriculum
  - EYFS Framework and National Curriculum

# Arden Forest Infant School

**What do we know about our community of learners? What opportunities/experiences have they had already and what have they not yet benefited from?**

Our pupils start Reception from a large number of different pre-school settings. They have a diverse range of cultural and family backgrounds which are valued and shape our unique relationships with our school community.

Communication skills vary on entry, children are often reluctant to engage in extended conversations or articulate their thinking. Children often need support to identify and moderate their own feelings and are not able to solve minor disagreements.

We have an increasing percentage of children with additional needs compared to the national average, including those with ASD. As such, communication and language, physical development and personal and social and emotional development is significantly lower for these children. **Recently, many children have not been able to access outside agency support due to COVID restrictions.**

When our children begin Reception, they are often confident, show curiosity and are eager to explore their environment. However, our pupils' often lack sustained thinking and focus. Children are reluctant to be independent in their learning and life skills, and often their resilience and perseverance in the face of challenge is low which is a barrier to success. They lack experience of opportunities to take calculated risks.

Children typically have good access to outdoor spaces which enable a knowledge of the natural world around and gross motor skills to be typically at age related expectations. However, children's fine motor skills are typically not as developed. Children generally access books and stories at home. However, the ability to blend and segment in phonics is a barrier for most children which impacts on their reading and writing on entry. Most parents generally take an active role as partners in their children's learning. The majority of children show everyday application of skills in mathematics. Children usually have access to technology at home.

Imagination is often good in small world and role play but children lack creativity and skill with music, art and design. We have observed that our children tend to have a limited cultural experiences of the arts or awareness of their wider community.

**In September 2021, some children starting with us will have lived nearly half of their life with the pandemic. Our Year One children spent a third of their Reception Year Learning remotely and missed a significant part of their pre-school experience due to lockdown. Our Year Two children spent a third of their time in Year One being taught remotely and missed a significant part of their Reception Year due to lockdown.**



## Appendix B

### **EYFS Framework – History (Sept 2021)**

#### ELG: Past and Present

- 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.

### **EYFS Development matters framework non- statutory – Understanding of the world 40-60**

- Comment on images from familiar situations in the past. E.g toys, transport, home and school.
- How have they grown and changed?

### **EYFS Framework – Communication (Sept 2021)**

#### ELG: communication and language

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

#### ELG: Speaking


- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### **National Curriculum History (Sept 2014)**

#### Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]



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- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
  - significant historical events, people and places in their own locality
  - They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.
  - They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
  - They should use a wide vocabulary of everyday historical terms
  - They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods
  - Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.