

**Common Road Infant and Nursery School
History
Curriculum Statement**

'Flying High Together'

**We aim to encourage our children to develop an appreciation and understanding of the past, be reflective and make meaningful links to the present day.
*"Yesterday is history and tomorrow is a mystery but the more you know about the past, the better prepared you are for the future."***

Intent	Implementation	Impact
<p>Our aim is to help children develop a passion for history as we know that this is a subject that in later education holds the skills of enquiry, critical and analytical thinking that will open up opportunities for career opportunity. It is highly important for our children to understand and be able to reflect on the past - especially as they live in an exciting community and we see this as a 'strong link' to relating to the immediate past and how this will move them towards thinking about the distant past. Our children's experience of visiting historical places, museums and examples of living history is narrow and we are aware that they need to gain an understanding of what came before, what is now, how it is different and why. We also need to secure an understanding and appreciation of the past to be able to make those connections between past and present. We aim to build skills in understanding chronology and developing skills of sorting, classifying, and sequencing. These positive attitudes to history, we believe are formed through these early school experiences and influenced by the links with the community, discussions they have with their peers, family and friends. Overall, our aim is to ensure that our children are given the best possible introduction to history and become confident, enthusiastic and competent historians.</p>	<p>The core of our history curriculum is taken from the National Curriculum and we use the key objectives for KS1. We build upon this by linking the subject objectives to the topic areas covered over the school academic year. Knowledge organisers are used to show the layout and progression of skills through each topic. Each year group has their own individual topic areas which are chosen carefully to ensure each topic builds on previous learning to create 'sticky' learning. Our topic areas begin by linking closely to history that is local to our pupils such as looking at the coal mining industry in South Kirkby and Pontefract Castle. Throughout the year the topic experience progresses to exploring history on a wider scale. The children move onto events and historical characters from the distant past such as The gunpowder Plot, Grace Darling and Charles Darwin. Each topic area will focus on 3 domains 'Chronological Understanding, Knowledge and Interpretation, History Enquiry. History lessons are 'hands on' as we believe the practical approach is essential for young children and supports them being able to 'hold' information more securely. They explore history through artefacts, pictures, photographs, videos, role play and trips. This will enable them to make the link between past and present 'real' and build on the required skills through practical experiences. This enables historical information to be embedded into the children's working memory so that are more able to transfer new learning to recorded tasks.</p>	<p>Most of our children will reach age related expectations and will have a developing understanding of history skills and knowledge gained through practical experiences. They will be able to complete tasks through their sorting, classifying and sequencing skills. Children will be able to make distinct connections and comparisons between past and present and will be able to explain why. They will demonstrate progression of historical understanding, with appropriate vocabulary used which supports and extends their understanding. Children will demonstrate confidence when discussing historical concepts during chronology, sorting and classifying tasks. Children will be able to identify their own strengths and areas for development.</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;">   </div>

The curriculum leader will:

- Share curriculum expectations effectively to support teaching and delivery.
- Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as historians.
- Ensure an appropriate progression of history skills and knowledge is in place over time so that children are supported to be the best historians they can be, this includes challenge to support all children.
- Ensure an appropriate progression for vocabulary is in place which builds on prior learning.

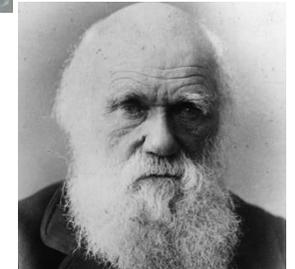
History
is WHO we are and
WHY we are the way we are.
History is not just the *Past*.
History is the **PRESENT**.

Our learning areas will:

- Provide the children with high quality equipment and resources for each topic area which allows them to explore practically through hands on experiences. Which in turn supports the learning to be embedded deeper into their memory.
- Have display learning walls which include high quality WAGOLs, evidence of learning and carefully chosen vocabulary, which are updated each half term. Carefully chosen vocabulary which are updated are reinforced when applying to a different topic area.
- Children will work in small groups or whole class as appropriate.
- Texts, both non-fiction and fiction will be accessible to develop and deepen a wider understanding and support reading skills.

Recorded evidence will show that:

- Children have had the opportunity to be 'hands on' through practical experiences which allows them to apply knowledge and practice skills.
- Children will produce high quality pieces of work which show case the knowledge and skills.
- Books will clearly show progression of knowledge and skills in line with expectations in the National Curriculum and medium term plans.
- Children's work, over time will showcase a developing range of skills used across all areas of the history curriculum.



<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Create teaching plans which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all children have the correct tools and materials. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged learners – able to ask questions confidently. • Resilient learners – who understand their own strength and areas for development. • Able to review their own work and talk about how they can improve it. • Enjoy learning in a safe environment which gives them opportunities to explore their own creative development. • Nurtured to overcome any barriers to their learning and develop their self-confidence. • Develop historical skills and confidence over time as a result of quality first teaching. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of children in assembly, parents meetings, information meetings, governor reports and displays around school. • Collate evidence over the year which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure that outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.
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School Evidence

	<u>Early Years</u>	<u>Year 1</u>	<u>Year 2</u>
<p><u>Autumn</u></p>	 <p>“The children were able to sort the items into the correct baskets talking about past and present.”</p>		 <p>“Year 2 had a visit from 2 Shetland ponies and had the opportunity to ride around in a trailer</p>



"We celebrated remembrance day with decorating biscuits, colouring

"Georgie really enjoyed role playing a knight from castle times."



"Sandra was acting a gong farmer from castle times and was pretending to shovel poo from the wooden toilet."



"Here we have our Lord and Lady of the castle who were very good at giving instructions to their workers."

pushed by the ponies. Just like it would've been down the mines."



"The children enjoyed role playing what life would've been like for children working down the mines."



"The children were lucky enough to have a virtual interview with a local miner who talked to them all about the history of mining."

	in poppies and watching a short film. We all took part in a 2 minute silence.”		

<u>Spring</u>			
<u>Summer</u>			

