

Our History Curriculum

Intent

Our curriculum at West Earlham Infant and Nursery School has been designed and updated in a way that supports all children and recognises the Characteristics of Effective Learning through engaging enquiry-based topics that really promote the children to become mini historians. We strive to create an environment where the children feel comfortable enough to ask questions and dig deeper into the history of Great Britain and the wider world. History at West Earlham Infant and Nursery School equips the children to be critical thinkers, source analysts, investigators and inquisitive learners. We have created and shaped our curriculum to be supportive and accessible to all children within our school. We are aware of the children's capabilities and where they need targeted support, planning this curriculum with the needs of each individual child in mind. We use approaches such as Word Aware to introduce the children to new appropriate jargon, cross curricular links to ensure the sessions and teaching is engaging, and preparing resources and delivery suited to the children undertaking that particular learning. Through careful language and thoughtful delivery, the children's exposure to the subject is always a positive one.

The updated EYFS (2021) framework still has elements of history threaded throughout its statements and Early Learning Goals. There is an emphasis on the children developing a sense that they live in a diverse world and developing communities. There is more of a push on the concept of time and the past and present. These additions and changes to the EYFS have been used in the planning and shaping of our history curriculum, and the children's environments will be resourced to support these changes, with maps, holiday brochures, texts and items from different cultures and times.

- Children experience a wide range of historical people, events and places that helps them to develop a good understanding of chronology.

Implementation

- We create a number of enquiry-based units of work which are designed to draw the most out of the children, and equip them with the skills needed.
- The children's learning and exploration will be supported by a wide range of engaging and specific fiction and non-fiction books, as well as appropriate access to primary and secondary sources.
- Carefully planned enquiry questions which allow the children to delve deeper into a specific area or period of history, in a way that ignites their curiosity and ensures a secure coverage of the KS1 national curriculum.
- Word Aware and specific vocabulary/concept focus ensures the children receive a rich, varied and vibrant exposure to subject specific vocabulary, and exciting opportunities to use this.
- The units have been planned to allow for there to be many cross-curricular links, which allows for the learning to be embedded and revisited frequently to support the needs of all children, and their learning.
- The children will be encouraged to be critical thinkers and historians. They will be able to ask questions and make judgements regarding sources and areas of learning, which can shape the outcome of a session.

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| <ul style="list-style-type: none">● Children will be supported and encouraged to use a rich and vibrant vocabulary in and around the subject, which will support their communication and language development.● The children will begin to tackle and understand historical concepts. These include change, cause, consequence, similarity, difference, and significance. These concepts equip the children to dive into comparing and contrasting, asking appropriate questions and to come to their own conclusions, whether that be orally, written or drawn.● Children tackle and answer large enquiry questions to create a broad and secure understanding of a particular person, event or place in history. Through this, the children will use primary and secondary sources, and other evidence to support arguments, come to conclusions, and understand how they are used outside of the classroom environment.● The children will be able to develop a sense that they have a place within the historical timeline that we encounter.● The children will be able to begin to take a step back and see short-term and long-term timescales, and how the events, people and places within this are connected, in order to form a bigger picture and develop a timeline. | <ul style="list-style-type: none">● The children will all take ownership and help design a timeline display in an accessible area of the school. The timeline will create a space where the children can independently review their learning and add new dates and periods to the timeline. This will support the children's own exploration and understanding of chronology.● The children will have access to and explore primary resources, such as old objects from homes, in order to bring what they are learning to life. These resources can be found within the school environment, on visits and also within the children's community. History at West Earlham Infant and Nursery School will equip the children with the skills to identify these resources and explore how they can be used, handled, cared for and identified.● The children's historical exploration will be supported alongside their exploration of different field trips. We are hoping to visit Gressenhall, Strangers hall, Norwich city centre and other venues in which the children can see history outside of the classroom environment.● The planned history teaching is shaped by the interests of the children. This means that our enquiry questions are created as we learn, and the children's subsequent learning allows them to go on and answer this. |
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	<ul style="list-style-type: none"> We know that a mixture of adult directed teaching and children's hands-on experiences within their play based learning meets the needs of our children. 		
<p>Our children will experience:</p> <p>An exposure to a wide range of quality fiction and non-fiction books. Objects and artefacts for the children to feel and explore. If appropriate, there may be room to create a club for some children focussing on history, for KS1 children. Texts from different cultures, as well as items and objects for them to explore in a hands on way.</p> <p>Cross curricular opportunities:</p> <p>Year two "What did London look like in 1666?"- creative arts; creating a script for how the fire began.</p>	<p style="text-align: center;">EYFS</p> <p>Learning themes:</p> <p>These are inspired by the children's interests, our natural environment, the stories we are reading and relevant festivals/celebrations. Learning is supported 'in the moment' and alongside routines in a cross-curricula manner.</p> <p>-Settling in/ signs of Autumn: children share information about themselves and their family. We discuss similarities and differences over time during circle times.</p> <p>-Books we have read timeline: we place books that we have read in a timeline to show children the sequence of time across weeks and months.</p> <p>-Daily routine: we discuss the days of the week, months of the year, birthday's and significant events during our morning carpet routine and as events arise throughout the year. E.g. Halloween, Remembrance sunday.</p> <p>-Celebrations/Events: Guy Fawkes; Remembrance Sunday; Easter - we discuss what the day means and the reason we mark the anniversary dates each year</p>	<p style="text-align: center;">Year 1</p> <p>Learning themes:</p> <p>These are themes which are introduced to the children in an adult directed way, as a catalyst for their own interests which link to this subject. We support the children's own interests throughout the year by enhancing their experiences and exploration. History is explored through these enquiries as well as in the moment teaching which can then evolve.</p> <p>"A trip down memory lane. How have people's lives changed in the last 60 years?". Enquiry-based unit (Autumn term). The children will be taken on a journey through time within their local area, looking closely at how things have changed from the past, compared to now, and how this has changed how we live.</p>	<p style="text-align: center;">Year 2</p> <p>Learning themes:</p> <p>These are themes which are introduced to the children in an adult directed way, as a catalyst for their own interests which link to this subject. We support the children's own interests throughout the year by enhancing their experiences and exploration. History is explored through these enquiries as well as in the moment teaching which can then evolve.</p> <p>"What did London look like in 1666?". Enquiry-based unit (Autumn term). The children will develop a secure understanding of what life was like in 1666 in the capital and how this led to the Great Fire of London. We will look closely at who was to blame and who were the heroes. How did this disaster inspire change?</p>

<p>Using ICT to record stop-motion for how the fire spread. Science - materials.</p> <p>Visits/Visitors: Visits to Strangers Hall, or GressenHall.</p> <p>Field Trips within our own local community.</p> <p>Enhanced history teaching and approaches through staff CPD, delivered by Historic England (K.A). This was delayed due to covid but is something we hope to reorganise.</p> <p>Visit to Cromer to support the teaching of Henry Blogg (if explored in Year 2).</p> <p>Visit to the farm in Reception.</p>	<p>-Chinese new year: children learn about the signs of the Zodiac and how/why the date is significant in Chinese culture due to events that occurred in the past.</p> <p>Spring term -Farming, Life cycles, Planting and Growing. Throughout the Spring and Summer term children learn about growth and the importance of looking after plants and animals to ensure they grow. We look at calendars to find out when it is best to plant and grow. We discuss plant, insect and animal life cycles.</p> <p>-Traditional fairy tales: children explore traditional fairy tales and different versions of traditional fairy tales in order to make comparisons between the stories and events that differ inside.</p> <p>-Circle times: daily circle times provide the opportunity for children to learn about similarities and differences between themselves and their peers through discussions about their feelings and emotions; sharing news;</p>	<p>“Explorers. How did we explore our world, and beyond?”. Enquiry-based unit (Summer term). The children will look closely at the lives of Christopher Colombus and Neil Armstrong. What are the similarities and differences between these explorers, and when they lived?</p>	<p>“In and around Norwich. What has happened in the past that makes us known?”. Enquiry-based unit (Summer term). The children will learn about some key historic events and people including Edith Cavell and Henry Blogg, the places in and around Norwich, and how these are commemorated/ remembered (The Norwich castle, the cathedral and strangers hall).</p>
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Pro gre ssio n	<p>History links to EYFS (30m+)</p> <p>(UTW: P&C) Talks about or responds to events in their personal history and present lives. Can remember and share recent events they have been part of. Shows an interest in different occupations and ways of life.</p> <p>(UTW: TW) Looks closely at similarities, differences, patterns and change in their own environment and that of others. Responds to experiences and explorations of why things happen and how things work in the 'natural' and 'made' world.</p> <p>Other <u>Number(ii)</u>; Plays 'hide and seek' with people and objects and knows that they exist even when out of sight.</p>	<p>History links to ELG's (Understanding the world)</p> <p>Past and present: Talk about the lives of 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, Understanding the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from</p>	<p>History KS1 curriculum (taught in yr1)</p> <p>Enquiry 1; changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Enquiry 2; 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]</p>	<p>History KS1 curriculum (taught in yr2)</p> <p>Enquiry 1; 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]</p> <p>Enquiry 2; significant historical events, people and places in their own locality. What is Edith Cavell famous for? The life of Edith Cavell and her role in Norfolk in the First World War and a comparison with Florence Nightingale and Mary Seacole. Why was Henry Blogg a life saver? Looking at how he is an important historical figure in Norfolk? Comparison with Grace Darling. Boudicca and how she ensured Norwich had a place on the map.</p>

	<p>SSM(ii); Understands that there is an order and sequence to familiar events.</p> <p style="text-align: center;">-----</p> <p>Historical chronology I can retell a simple past event in correct order (e.g. went down the slide, hurt my finger etc) I can share a small anecdote from my own life experience. I have some awareness of an event that is coming up or has just passed. I am able to look back at my 'all about me book' and recognise myself at different times in my life, or events/people included in the book.</p>	<p>stories, non-fiction texts and when appropriate- maps.</p> <p>The natural world: Explore the natural world around them, making drawings and observations. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p style="text-align: center;">-----</p> <p>Historical Chronology I am beginning to develop chronological understanding. I am beginning to show an understanding of time (I am aware of the routine, what we have just done and what comes next). I am being introduced to the idea that my life is different from the lives of people from the past. I am working towards being able to accurately use tenses appropriately in my speech, and begin to</p>	<p style="text-align: center;">-----</p> <p>Historical chronology Develop an awareness of the past. Use common words and phrases relating to the passing of time. Begin to understand where people/events studied fit into a chronological framework. Identify similarities / differences between periods. I am beginning to access resources such as timelines and displays to enhance my chronological understanding.</p>	<p style="text-align: center;">-----</p> <p>Historical chronology I know where people and events I have studied fit onto a basic timeline. I can tell you a few similarities and differences between ways of life at different times. I can name a few people in the past who have contributed to national and international achievements. I can put a few events and objects in order. I can show an understanding that history is vast, and our current focus is an aspect of our history.</p>
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	<p>Historical concepts I can talk about people and times that are special to me and my family and friends. I am beginning to notice things around me within my close environment.</p> <p>Historical interpretation I am developing an understanding of growth, decay and changes over time, especially with regards to my immediate environment. This includes beginning to notice trees</p>	<p>understand what yesterday, today and tomorrow means. I am beginning to show an awareness that some things happened a long time ago, and what that means. I am introduced and exposed to resources that vary in age. I am beginning to be able to distinguish between objects that are old and new.</p> <p>Historical concepts I can recall some simple facts about stories and anecdotes. I can begin to explore that things change over time, such as my environment. I can recall some key events that have happened in my life i.e birthdays or celebrations.</p> <p>Historical interpretation</p>	<p>I am developing the ability to realise that my current learning fits into a timeline, and a wider historic picture. I can demonstrate that I understand objects and images may be dates, and to look out for key features that suggest this.</p> <p>Historical concepts I can begin to look for key features in pictures and resources that tell me they're from the past. I am beginning to think about the cause and effect of events. I can use my developing timeline to look back and reflect on some key facts that I have already learnt.</p> <p>Historical interpretation Begin to identify different ways to represent the past.</p>	<p>Historical concepts I can identify similarities and differences between different times. I can tell you some of the people or events from my work. I can give more than one cause of an event and give a reason why people in the past acted as they did. I am able to reflect on the significance of what I have learnt about the past.</p> <p>Historical interpretation</p>
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	<p>change throughout the year. Can I reflect on these changes?</p> <p>Historical enquiry I can comment and ask questions about aspects of my familiar world such as the place where I live or the natural world</p> <p>Historical communication I am starting to be able to tell others about things that have happened yesterday or in the recent past.</p>	<p>I am beginning to use descriptive language and concepts when describing things that are old vs new. I can start to look out for key features that tell me that objects may be old, such as distressed pirate maps. I may be able to begin thinking about why something has happened in the past and how I know.</p> <p>Historical enquiry I show a level of interest in resources introduced into the classroom environment. I can ask some questions about these objects, which may be from the past. I begin to ask questions about objects, stories and events from the past. I am beginning to compare items that are old and new, and these features. I can find answers to simple questions from a simple sentence or a picture.</p> <p>Historical communication I show an awareness of the past.</p>	<p>I am exploring sources and I am developing the skills of looking at what these tell me. I understand that pictures, writing and other historic sources are valuable and important. I am beginning to be able to make up my mind about what may have happened in the past, and asking simple questions about these.</p> <p>Historical enquiry I can sort resources into “then” and “now” piles. I may use the sources provided to me to help support enquiries. Speaking and listening (links to literacy) to ask and answer questions related to different sources and objects. I will engage in sessions which encourage me to develop in becoming a critical thinker. I can reflect on and recall key facts and information that I have studied.</p> <p>Historical communication</p>	<p>I have developed an awareness of the past and can comment on what or how I found things out. I understand some of the ways in which we find out about the past. I can tell you a few ways how the past has been presented or described. I understand the importance of basing my ideas on evidence. I am developing the skills of presenting an idea and raising questions about the past.</p> <p>Historical enquiry I can analyse artifacts. I ask questions. I think about how I might find out answers. I am developing my skills of hypothesising, questioning and investigating. I can choose and use parts of stories and other sources of information to show I know and understand key features of events or people’s lives studied.</p> <p>Historical communication</p>
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	<p>I am beginning to use language such as “first, next and then” when describing an event to someone.</p>	<p>I show an interest in the past. I am beginning to correctly use the words “yesterday, today and tomorrow”. I can tell you about something that has happened in the past i.e orally, by using some appropriate common words, or drawing.</p>	<p>I am beginning to engage with timelines, and add people, places and events from the past to it. I am able to demonstrate a developing historic vocabulary by using concepts and words within my questioning, explaining and writing. I am beginning to be able to draw my thoughts into conclusions. I can sometimes show that I can work within a small group of children, engaging in related conversation and exploration.</p>	<p>I use common words and phrases relating to the passing of time. I can tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people I know in different terms using historical terms. I can recount stories accurately and explain why some people and events were important. I can share what I have learnt in small groups and with adults.</p>
<p>Key Vocabulary</p>	<p>A long time ago Same/ different Change - baby, grown up People - Mum, Dad, Nanny, Grandmother, Grandad, Brother, Sister Lives Past/ now Old New Yesterday Today Tomorrow Senses- See, Touch, Smell, Hear Discuss</p>	<p>1) Change Parents Grandparents Great grandparents Lifetime Generation Way of life Transport Materials</p> <p>2) Contribution National</p>	<p>1) Significant Nationally Globally Capital Key Feature Hero Causes Festival Anniversary Commemorate</p> <p>2) Commemorate</p>	

	Finding out Order Sequence Month Year Age Similar Alive Dead	International Achievements Significant Compare Period Aspect of life Explorer	Local Impact Museum Building Location Event
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KS1 specific vocabulary:

Observation
 Sequence
 Contrast
 Research
 Using Sources
 Timeline
 Resource
 Questioning
 Discuss
 Compare and contrast
 Connections
 Conclusions
 Modern
 Past/present/future
 Memory
 Information



Enquiry
Similar
Difference
Memorial
Monument