West Earlham Infant & Nursery School

Our History Curriculum

Intent	**Implementation**
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 'Big Question' 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 language, 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	• We create units of work based around a 'Big Question' 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 units 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

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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.
- 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.

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.

- 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, Norwich Castle, 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. • 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. • There will be evidence of children's prior learning and learning journeys in the classes, which will enable children to explore what they have done so far, in their choosing time.

Our children will experience:	**EYFS** **Learning themes:**	**Year 1** **Big Questions:**	**Year 2** **Big Questions:**
An exposure to a wide range of quality fiction and non-fiction books. Objects and artefacts for the children to feel and explore. Texts from different cultures, as well as items and objects for them to explore in a hands-on way.	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. -Settling in/ signs of Autumn: children share information about themselves and their family. We discuss similarities and differences over time	**<u>Who were the heroes and villains in the Great Fire of London?</u>** The children will be introduced to daily life in England's capital, London, in 1666, paying attention to the buildings and quality of life. The children will be taught about the fire which spread through	**<u>How has life changed in recent years?</u>** The children will be exploring aspects of their own lives and experiences so far, and comparing these with events and experiences from the past 100 years.

The children will be able to explore the history in their own locality and learn about elements from around the world, looking at key people, places and events for this particular key stage. We aim for every child to become curious about history and in turn, become historians, through asking questions and sharing knowledge... **Cross curricular opportunities:** see year one and two overviews. **Visits/Visitors:** Field Trips within our own local community.	during circle times. This also reflects the changing of their environment overtime. -A class story, showing key events and learning that has happened that year so far, with quotes and notes to help the children when recalling their immediate past. -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. -Celebrations/Events: Guy Fawkes; Remembrance Sunday; Easter - we discuss what the day means and the reason we mark the anniversary dates each year -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. -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	London, and about key factors which caused and affected this tragedy. Who were the villains from the great fire that caused or propelled the spread? And who were the heroes, who helped stop the spread and help those displaced by the fire. The children will be invited to debate these questions and make up their own arguments to support their decisions, pulling their learning together onto a final poster. **<u>What put Norwich on the map?</u>** The children will be thinking about the city that they live in, Norwich, and what has happened in the past that has 'put us on the map'. Each lesson, the children will work through different people, places and events from the history of Norwich that are notable. The children will explore how Norwich	Through the lenses of fashion, technology, media, transport, games (etc) the children will be ordering, comparing, reviewing, creating and discussing things from then vs now. Finally, the children will work together to create presentations or posters which support them in answering our big question. **<u>Why do we remember Mary Secole, Florence Nightingale and Edith Cavell and why were they brave?</u>** The children will be looking at significant nurses from the past and learning what they are remembered/famous for. The children will look at what hospitals were like in the past and how Florence Nightingale helped make them cleaner and safer. They will learn about Edith Cavell, a famous

Visit to Gressenhall to support the teaching of life in the past compared to now in the present. Visit to the farm in Reception. Visit to Norwich Castle to seek out evidence of history and changes over time. Explore what life was like in a medieval castle.	look at calendars to find out when it is best to plant and grow. We discuss plant, insect and animal life cycles. -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. -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;	was created, what life was like in Tudor Norwich, some famous individuals who were born or raised in Norwich (Pablo Fanque for example) and then look at how these events have been remembered from the time they occurred, until the present day.	local historic nurse, looking into why she is considered brave, how she helped the soldiers in WW1 and how her life was different from Florence and Mary. **<u>When was the First Aeroplane flight ?</u>** The children will be introduced to the Wright Brothers, who are credited for creating the first successful aeroplane, to carry people. The children will be able to ask and answer questions which are key to being a historian (why did they succeed? How do we know it happened? How should we commemorate their achievements?) and use these questions to support developing a deeper understanding of the Wright Brothers. After exploring primary and secondary sources, and visiting an airhanger at an

			airport to see older planes (comparing them to new), the children will plan and create their own commemorative plaque to celebrate the Wright Brothers achievements.

	Nursery	Reception	Year One	Year Two
Progression	**History links to EYFS (3-4 years)** **Explore and respond to different natural phenomena in their setting and on trips.**	**History links to ELG's (Reception)** **Past and present:** Talk about the lives of people around them and their roles in society, know some similarities and differences between things in	**<u>History KS1 curriculum (taught in yr1)</u>** **<u>Who were the heroes and villains in the Great Fire of London?</u>** events beyond living memory that are significant nationally or	**<u>History KS1 curriculum (taught in yr2)</u>** **<u>How has life changed in the past 100 years?</u>** changes within living memory.

	seeing trees blossom and flowers grow over time etc, noticing outdoors changing. **Talk about what they see, using a wide vocabulary.** Encourage children to talk about what they see. Model observational and investigational skills. Ask out loud: "I wonder if…?" Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas. **Begin to make sense of their own life-story and family's history.** Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family	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. **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 stories, non-fiction texts and when appropriate- maps.	globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] **<u>What put Norwich on the map?</u>** significant historical events, people and places in their own locality.	Where appropriate, these should be used to reveal aspects of change in national life **<u>Why do we remember Mary Secole, Florence Nightingale and Edith Cavell and why were they brave?</u>** 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. **<u>When was the First Aeroplane flight ?</u>** 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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	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. **Historical concepts** I can talk about people and times that are special to me and my family and friends.	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 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. **Historical concepts** I can recall some simple facts about stories and anecdotes.	may be dates, and to look out for key features that suggest this. **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. **Historical interpretation** Begin to identify different ways to represent the past.	**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. **Historical interpretation** I have developed an awareness of the past and can comment on what or how I found things out.

	I am beginning to notice things around me within my close environment. **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 change throughout the year. Can I reflect on these changes?	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. **Historical interpretation** 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.	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. **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 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. **Historical enquiry** I can analyse artifacts. I ask questions. I think about how I might find out the 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

	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 **Historical communication** I am starting to be able to tell others about things that have happened yesterday or in the recent past. I am beginning to use language such as “first, next	**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. **Historical communication** I show an awareness of the past. 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	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. **Historical communication** 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.	understand key features of events or people’s lives studied. **Historical communication** 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.

	and then" when describing an event to someone.	appropriate common words, or drawing.		
Key Vocabulary	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 Finding out Order Sequence Month Year Age Similar Alive Dead		Commemorate Fact Hero Villain Trust Timeline Event Opinion Similarities Differences Past Present Future Resource Questioning Discuss Memory Information Memorial Monument explore	Decades National Past Nurse Significant War Timeline Famous Victorian Infection Prejudice Hygiene Impact Sources Statements Life quality Reliable Unreliable Chronology Debate Observation Sequence

			Contrast Research Compare and contrast Connections Conclusions Modern Enquiry