

## History Intent

Our history curriculum aims to inspire our pupils' curiosity to know more about the past. We believe in delivering a curriculum that is engaging and as contextualised as possible to support children in their understanding of past events both locally and globally. Children's understanding of their local history supports them to understand the process of change, similarities and differences within their own identity and society. Our approach enables children to think critically and develop perspective throughout their learning.

## Content – YR

The EYFS Educational Program for understanding the world states

'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'

At the end of EYFS, 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.

## Content – KS1

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 a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. 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 understand some of the ways in which we find out about the past and identify different ways in which it is represented.

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]
- 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.

History is taught in cohesion with relevant topics in a cross curricular way. Both KS1 year groups use purposeful stimuli and appropriate history to explore their topic work. The children have the opportunity to explore their learning of History through lessons, school trips and visitors, as well as recreating significant events and experiences in school. In EYFS children are able to explore this both in structured, adult led learning, as well as exploring independently through their independent enquiry

## North Baddesley Infant School

## History Curriculum – School Overview

YG	Curriculum Content	Theme	Term Covered
Year R	make connections between the features of their families and other families (family history)	Getting to know you	Autumn 1
	Comment on images of familiar situations in the past- (Remembrance)		Autumn 2
	Comment on images of familiar situations in the past. (history of transport)	On the move	Spring 1
	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (History through stories)	Story tellers (History through stories)	Spring 2
	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (Victorian seaside)	Under the Sea	Summer 2
Year 1	Changes within living memory		Autumn 1
	The lives of significant individuals from different periods who have contributed to national and international achievements.	Out of this world (Neil Armstrong/ space)	Autumn 2
	Significant events beyond living memory <b>Milestones museum trip</b>	Victorians (Queens)	Spring 1
	Significant historical places in their own locality <b>Arundel castle trip</b>	Castles	Summer 1
	Significant events beyond living memory <b>Titanic day</b>	Titanic	Summer 2
Year 2	The lives of significant individuals from different periods who have contributed to national and international achievements. <b>Beach trip</b>	Dinosaurs (Mary Anning)	Autumn 1
	The lives of significant individuals in the pas who have contributed to national and international achievements	Heroes (Guy Fawkes)	Autumn 2
	Significant events beyond living memory	Lost in London (Great Fire of London)	Spring 1
	The lives of significant individuals from different periods who have contributed to national and international achievements, some should be used to compare aspects of life in different periods. (David Attenborough comparison with Mary Anning)		Spring 2

