



Rationale

This comprehensive and bespoke curriculum has been designed with the needs and experiences of our children in mind and ensures that all children are given the best possible chance to succeed and develop the skills and knowledge they will need to enjoy and achieve at the end of Key Stage 1 and beyond. It draws on local inspiration and the children's own experiences and is unique to our school.

Intent and Implementation

Nursery

In Nursery the historical journey begins. Much of the learning takes place informally and on a daily basis- things like using the vocabulary of yesterday, today and tomorrow consistently and frequently are the basis of later work on chronology. Learning the days of the week is the starting point for understanding a timeline. Children are encouraged to share what they do at home, giving them an opportunity to talk about things they have done in the past, encouraging them to remember special times or significant events and speak in the past tense. Some children might also be able to make connections between their own experiences and other people's and even ask other children questions about what they have heard. Through all of these activities and experiences the children develop the initial skills on which everything else is built.

Reception

In Reception, children expand on this learning by continuing to develop their sense of time. Often this comes from the children's own experiences and will be shared with teachers to be shared with the class. For example, when children take part in the 'Celebrations' topic they will share exciting, personally significant events from their past. These incidental learning opportunities are built on by the teaching staff as they happen and are part of the 'Understanding the World' curriculum. There is also an emphasis on historical vocabulary such as 'in the past', 'a long time ago', 'the same/different'.

However, specific historical learning is also planned at opportune moments throughout the year. To help develop their sense of time, 'Memory Boxes' have been introduced in each class so that children have a chance to start exploring historical concepts like chronology, creating a time line and historical vocabulary such as first, next, then, after that. The children in Reception also build historical opportunities into their later topics looking at historical events such as the moon landing in their 'Space' topic and borrowing a loan box when they read 'Peepo' so they can experience looking at and handling artefacts and make comparisons with their own lives.

Key Stage 1

In Key Stage 1, the children are taught discrete History topics. The children know that this subject is called 'History' and understand that this involves learning about people, places or events from the past. The children have three history topics per year, each one lasting for half a term and alternating with Geography. There is an enquiry question at the centre of every History topic and the topics have been organised carefully to ensure that the children can build on prior learning and revisit key concepts. This gives them the best chance of success within the Key Stage 1 curriculum and sets them up well to succeed in Key Stage 2.

Year 1

When the children embark on the National Curriculum in Year 1 we make sure that the sometimes abstract concept of history is presented to them in as thoughtful and concrete a way as possible to give the children as much opportunity as possible to understand and succeed. Because of this, the first area of learning in the Autumn term is 'What was life like when my Grandparents were children?' This gives the children the opportunity to talk to familiar people, ask questions, handle artefacts and begin to develop an understanding of the past within living memory.

Building on this, we move onto a local place of historical significance (Bramall Hall), taking the children further back in time but anchored in a familiar setting. This is accompanied by an educational visit and gives the children a chance to explore an historical setting with all their senses as well as getting information from an expert.

The final part of the Year 1 curriculum comes in Summer term when the children start with the familiar concept of seaside holidays. The term looks at what seaside holidays were like in the past and again involves borrowing artefacts so the children can make comparisons and use primary sources. In the second half of the term they learn about two significant British females who lived by the sea- Mary Anning and Grace Darling- learning about what their achievements were, making comparisons between them both and eventually deciding which one they think would be deserving of a statue in their honour. This gives the children the opportunity to begin to use historical skills such as thinking critically and weighing evidence which they will build on in Year 2.

Year 2

In the autumn term of Year 2, we build on the learning about significant individuals at the end of Year 1 by considering what makes someone a hero. We start by looking back at Grace Darling and Mary Anning and then introducing a new hero from the local area- James Kirk (WW1 VC recipient). This leads onto Remembrance Day and the sacrifices made by servicemen and women. Finally, children look at the contributions of 'home front heroes' during World War 2 including the Women's Land Army, and what life was like for children during war time with a focus on evacuees. This is particularly relevant to our local area as children were evacuated to Cheadle Hulme during World War 2.

In the spring term, the children focus on a nationally significant event beyond living memory- The Great Fire of London. Children learn about the causes, why it spread so quickly and how it was eventually stopped. They use and refine their historical skills, with a specific focus on historical sources and how they help us to find out about the past. In the second half of this sequence of work, the children find out about the Great Fire of Nantwich, a more local historical event. They compare the two and consider why it is that the London fire is so famous whereas the Nantwich fire is less well known.

In the summer term, the children explore how different modes of transport have changed the world. The children specifically focus on trains, learning about the Rainhill trials and how trains changed English life. They make connections between the need for faster transport linked to the local cotton industry and find out how the success of 'The Rocket' spread across the world. After this they look at a contrasting form of transport- space travel. As well as looking at key events from the first moon landing they also focus on the less well-known 'hidden figures' behind the successful 1969 moon landing, such as Katherine Johnson, and learn about the importance of the wider team.

Progress and Assessment

The progress of the children in school is monitored and recorded in different ways. This progress can be seen in the 'Learning Journeys' and 'Floor Books' in EYFS and the history books in Key Stage 1. In addition to this, in Key Stage 1 we fill out end of topic assessment

sheets which record how many children are confident working within the key objectives focused on within that half term's work. As a three form entry school, it is important that these judgements are sound and consistent across the year group and so I am developing portfolios of work which teachers can refer to when deciding if a child in their class has met a certain objective.

At the end of the academic year, the data from these assessments is looked at to see whether there are any areas of weakness, to see how different groups of children make progress and then this information feeds into the next year's action plan.

Impact

The history curriculum is successfully taught across both the Early Years and Key Stage 1. This is evidenced by pupil voice activities, the work I have seen in books and the general enthusiasm I meet when I speak to children and staff about history in school. The use of memory techniques shows that children are retaining key information beyond just the topic that it is being taught in and children are also demonstrating that they can make links between different historical events, people and places. Skills such as naming and using sources, creating timelines and understanding causes and consequences are taught and revisited many times to give the children the best possible chance to understand. The enrichment activities provided such as workshops, educational visits and loan boxes really help bring history to life and several parents have also commented about their children coming home and telling them about their history lessons at home. When the children leave our school they have a positive attitude to history and the necessary skills and knowledge to succeed in Key Stage 2.

Signed:

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