



History 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 things that they have done in the 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.

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 always 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 James Kirk, a local recipient of the Victoria Cross. The children explore why he is considered to be a hero and how he is remembered in the local area. This leads onto Remembrance Day and the sacrifices made by servicemen and women. The final part of this term is spent looking at the contributions of 'home front heroes' during World War 2 including the Women's Land Army, and people who took in evacuees. Evacuation is particularly relevant to our local area as children were evacuated to Cheadle Hulme from Manchester 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, specifically chronology, by putting events in order and also become aware of historical sources and how they help us to find out about the past. In the second half of the 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. Our school is close to many different transport links and the children make connections between these and how they have changed the opportunities for people in our local area. The children specifically focus on trains (learning about the Rainhill trials and how trains changed English life) and space travel (recapping previous learning from Reception and then looking at the 'hidden figures' behind space travel with a focus on Kathrine Johnson). We end our topic by looking at the environmental impact of different types of travel and how transport may need to change and adapt in the future in order to care for our planet.

Progress and Assessment

EYFS

Regular observations and assessments are recorded using the online journal Tapestry. These contribute towards a summative assessment at the end of EYFS using the Early Years Outcomes for Understanding the World.

Key Stage 1

Frequent, ongoing observational assessments are made throughout the half-terms learning. End of topic assessments are completed by the child and recorded in Geography books. These inform summative assessment at the end of each year including the key skills and knowledge.

Impact

This curriculum ensures that all children have covered everything they need in order to succeed across our school and paves the way well for their success in the Junior School. The impact of the curriculum will be reviewed through observations, teacher assessment, pupil voice activities, book scrutiny and learning walks. The impact will be reviewed throughout the year and at the end of the school year.

Signed: Claire Nelson

Date: September 2022